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AUTHOR Trione, Verdun; And Others
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ABSTRACT

This volume contains products developed by a project to provide Nevada high school students with the opportunity to research and devise a self-profile to guide future vocational and/or educational plans (see note). Section 1 is a counselor's handbook for use in guiding high school students in developing a vocational-educational profile. Suggested procedures are listed, and an outline is provided for the three phases in the process. Suggestions are made for meetings with students and parents, lectures, and testing. An appendix contains handouts (informational materials, worksheets, evaluation). Section 2 is the student's handbook that "walks" the student through the career development process. It contains the same handouts as are found in the counselor handbook. Section 3 is a set of evaluation forms. Section 4 is the Student Profile Form (vocational assessment). A list of references and resource material is found in section 5. (YLB)

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Vocational Education Program Improvement

A Career Development Process Model

Volume II

Resources and References

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PROJECT RESOURCES

The following pages represent products created within and for the project.

Section I is the Counselor's Handbook. It may be duplicated for use. It is a guide for the counselor. Due to student population differences, modifications may be made to meet individual differences.

Section II is the Student's Handbook which permits the student to begin at a simple non-threating level. Further, the Student Handbook is sequential enough so that most students can follow it with little guidance. It's flexible enough for student use in groups also.

Section III is a set of evaluation forms. These forms were modified to meet project objectives assessment needs. The forms were derived from documents proferred from the Center for Vocational Education and Research at Ohio State University. The validity of the documents had been established in projects monitored by the Center with other Career Projects in a number of other states.

Section IV is the Student Profile form.

Section V is a list of References and Resource Material.

BOOK I OF II

A CONCEPTUAL FRAMEWORK FOR COMPREHENSIVE CAREER GUIDANCE PROGRAMS

THE COUNSELOR'S MANUAL

UNLV
Las Vegas, Nevada
Department of Foundations and Counseling

Spring and Summer, 1981

Task Force - Spring, 1981

Dr. Verdun Trione
Counselor Education

Master's Students:

Julie Rick
Vicki Mackesy
Rose Maria Gordon

Over View

A number of studies suggest that our high school graduates either go on to jobs or college or vocational school only to discover that the past several years have failed to provide them with the means of directing them to the world of work. An example of this is a million or more jobs in engineering and related technical fields are presently going begging for talent each year because inadequate or no guidance is given to prospective workers.

The rather paradoxical situation is that self-processing technology is with us. Many students, because of pressure of families, faculty members in schools, or indifference, have refused to accept or receive the message or choose to believe that a scarcity of jobs seems evident in some areas. They operate in an arbitrary order simply because inappropriate information and the opportunity to process that information is not made available to them.

This manual is addressed to the matter of helping students, faculty, and families to process career information. It guides to the point where students have a vocational-educational profile by the time he/she leaves the 12th grade. The basic philosophy involved in this program is to provide students with tools and methods in order that they can implement vocational information and self-information for career planning and processing.

A career development model should address itself to the issues of economic, societal, leisure, and vocational goals, including the attitudes and values which provide understanding necessary for life roles and job decision making. Career guidance values can be provided through this program.

It is evident from the career literature that a life career development concept does not necessarily describe a single aspect of one's human growth and development. It focuses on different levels of development. Also, a career life development concept is not restricted to just some people. All people have a career. Their lives are, in fact, their careers. This program acknowledges that there are vocational-educational, personal, and social dimensions in career guidance.

SUGGESTED PROCEDURES

1. For a general overview regarding the major theories and practices involved in vocational counseling, see: Crites, John O. "Career Counseling: A Review of Major Approaches" The Counseling Psychologist, 1974, Vol. 4, No. 3, pp. 3-23.

2. For a recent review of the literature regarding vocational counseling for women, see: Crites, John O. and Fitzgerald, Louise F. "Toward a Career Psychology of Women: What Do We Know? What Do We Need to Know?" Journal of Counseling Psychology, 1980, Vol. 27, No. 1, pp. 44-62.

3. Test selection, scoring and interpretation should include (not exclude) the student. See: Super, D.E. "Testing and Using Test Results in Counseling" Occupations, 1950, 29, p. 96.

4. Group rather than strictly individual discussion, scoring and interpretation is encouraged. The instructor, as facilitator, may support informal or formal peer assistance among the students during particular phases and/or the duration of the program.

5. Acknowledging that parental support is a key factor in the success of this program, students should be directed toward openly discussing each successive stage of the program with their parents or guardians. Further, parental meetings have been scheduled at specific points during this program in order to inform parents of the program's content, to answer questions and to ask for parent's written permission for their children to participate in the program.

6. Request that participating students maintain a separate notebook for this program that will contain all handouts, test scores, exercises and progress sheets.

7. Rather than presenting a strict format for procedures, this manual should be used as a general guideline to follow through the program. The inclusion of frequent open discussions and the inviting of students' questions may lead to important explorations of interest areas not specifically covered in this manual. A well organized overall plan that is conducted in an informal flexible manner will promote a positive personalized approach to this program.

PHASE I: INTRODUCTION AND INTERESTS: THE COUNSELOR

INTRODUCTION TO THE WORLD OF WORK

1. Parent meeting #1

   a. Introduction

   b. Share instructor and student manuals.

   c. Show sample copies of Vocational Interests, Aptitudes and Temperament tests.

   d. Ask parents to give their written permission for their children to participate in this program.

2. AWARENESS: Student preparation

   a. Handout: The Work World (Appendix 1)

   b. Description of facts concerning current and projected vocational opportunities.

      Reference: 1980 Department of Labor bulletin

   c. Discussion of general guidance services provided

      1) Within the school

      2) Within the community

         References: Local community resource directories

         State and private employment agencies

         College career centers.

   d. Explanation of the use of available resource information

      1) List steps for finding library materials

         a) School library

         b) Community or county public library. If materials are not available at this point, ask the librarian for help through the. . .

         c) Library regional system

      2) Other resources

         a) Career Library

         b) College and/or university library

Supplemental Materials: [1]Dictionary of Occupational Titles (D.O.T.)

[2] D.O.T. files

[3] Occupational Outlook Handbook

[4] The Chronicle Career Kit

[5] The College Blue Book

[6] Colleges and Universities in the United States

[7] Vocational Schools Directories

e. Discussion of the importance of self-appraisal and self-guidance.

1) Mini-lecture: Self-Guidance (Appendix 2)

a) Handout: "About Myself" self-awareness exercise (Appendix 3)

b) Handout: "My Future Goals" (Appendix 4)

References: Bolles, Richard Nelson. What Color is Your Parachute? Berkely, Calif.: Ten Speed Press, 1979, preface. (Supports the value of self-appraisal)

Super, D.E. The Psychology of Careers. New York: Harper and Brothers, 1957, pp. 307-308. (Discussion of counseling techniques and the importance of exploring the self-concept)

B. EXPLORATION I: Interest Inventories

1. Definition: An interest inventory is made up of many questions which ask a person what kind of activities he likes best. The activities in an interest inventory show what a student would like to do as a worker.

2. Discussion of Interest Tests

a) Present syllabus of Interest Inventory qualities (Appendix 5)

3. Selected Interest Inventories (Choose One)

a) Kuder Preference Record - Science Research Associates (Grades 9-16) (Occupational Interest Survey)

b) Strong-Campbell Interest Inventory - Stanford University Press (Grades 11-12 and College)

c) The Self-directed Search - Consulting Psychologists Press (College)

d. Ohio Vocational Interest Survey - Harcourt Brace Jovanovich (Grades 8-13)

References: Bailey, Larry J. and Stadt, Ronald. Career Education: New Approaches to Human Development. Bloomington, Ill.: McKnight Publishing Co., 1973, pp. 118-121. (A review of the literature and discussion of various tests)

Holland, J.L. "A Theory of Vocational Choice" Journal of Counseling Psychology, Vol. 6, No. 1, pp. 35-45. (Proposes that interest inventories are actually personality inventories)

Isaacson, Lee E. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1977, pp. 80-85. (A review of the literature and discussion of various tests)

Karmel, Louis J. and Karmel, Marylin O. Measurement and Evaluation in the Schools. New York: MacMillan Pub. Co. Inc., 1978, pp. 316-337. (A discussion of interest inventories with actual examples and reprinted interpretation remarks for several tests)

4. Administer chosen interst inventory and score. In some cases, these tests must be sent elsewhere for scoring.

C. EXPLORATION II: (Optional)

1. Values: Individual and group exercises may be used to explore personal values in relationship to vocational choices. These exercises may be introduced at anytime, but may be especially useful during the time that may lapse between the administering and scoring of the interest inventory, should the group meet in the interim.

a) Handouts: One or all may be used during one or over several sessions. Allow sufficient time for completion and processing these exercises.

1. "Job Values" (Appendix 6)

2. "How Do I See Myself? (Appendix 7)

3. "Working Conditions Preferences" (Appendix 8)

Reference: Bolles, Richard Nelson. What Color is Your Parachute? Berkely, Calif.: Ten Speed Press, 1979, pp. 80-96. (Illustrates ten specific exercises to explore memories of the past, feelings about the present, and visions of the future with regard to vocational choices)

D. EXPLORATION III: Interpretation of Interest Inventory Scores

E. EXPLORATION IV:

1.* Work Values Inventory — Houghton Mifflin Publishers, 110 Tremont Street, Boston, Massachusetts 02107

   a. Administer

   b. Score

   c. Interpret

   d. Discuss the relationship between the findings on this inventory and the results of the interest inventory.

2. Mini-lecture: How to Think About Test Scores (Appendix 9)

3. Handout: Steps in Career Planning (Appendix 10)

   a. Have Students complete Step 1.

F. DECISION: Investigating Specific Jobs

1. Identify strongest attitude similarities from interest inventory that correspond to particular occupational fields.

   a. Refer to the D.O.T. for job titles and identify one sample pertinent job.

      1) List the skills required for this job.

      2) List the capacities required for this job.

2. Handout: Steps in Career Planning (Appendix 10)

   a. Have students complete Step 2.

3. Handouts: "Job Families" (Appendix 11a,b,c)

PHASE II: APTITUDES AND TEMPERAMENTS

A. Parent Meeting #2

1. Review of all materials given to students to this point. Include test results and student feedback.

2. Mini-lecture: Interests, Aptitudes and Educability (Appendix 12)

* Use for Temperaments also.

3. Outline of procedures for future aptitude tests.

Reference: Karmel, Louis J. and Karmel, Marylin O. Measurement and Evaluation in the Schools. New York: MacMillan Pub. Co. Inc., 1978, pp. 219-248. (Explanation and rationale for aptitude tests are given)

4. Ask for parental permission for students to

   a. Begin the program (to complete an interest inventory).

   b. Continue with the next phase of the program.

5. Open discussion and/or question-answer session.

B. AWARENESS: Introduction to Aptitude and Temperament Tests

1. Have students read "A Daffodil in Spring" and follow with a discussion (Appendix 13)

2. Mini-lecture: Interests, Aptitudes and Educability (Appendix 12)

3. Discussion of Aptitude and Temperament tests (Lecture)

   a. Present glossary of aptitude and temperament qualities (Appendix 14A and 14B)

   b. Link individual student's aptitudes and temperaments (self-assessed at this point) to their general field of interest (determined by the interest inventory).

   c. Link aptitudes and temperaments in regard to students' chosen sample jobs (from Phase I).

4. Handouts:

   a. "Basic Building Blocks" (Appendix 15)

   b. "Interests and Abilities" (Appendix 16)

   c. "Career related abilities" (Appendix 17)

   d. "Estimate Your Educational Accomplishments" (Appendix 18)

C. EXPLORATION I: Aptitude Tests

1. Definition: Aptitudes are specific capacities or abilities required of a person which help him learn some task or job duty.

2. Selected Aptitude Tests (Choose one).

   a. Differential Aptitude Tests (DAT) Psychological Corporation (Grades 8-12)

   b. General Aptitude Test Battery (GATB) only through the U.S. Employment Service or State Employment (Grades 10-12).

3. Administer chosen aptitude test and score.

   a. Test may be given in entirety during one session and scored during another.

   b. Test may be given and scored in sections over a period of several class sessions.

D. EXPLORATION II: Temperament (Personality) Tests

1. Definition: Temperaments are personality qualities which are fairly constant and show a person as he really operates.

2. Selected Personality Tests (Choose one)

   *a. Minnesota Multiphasic Personality Inventory (MMPI) Psychological Corporation (Ages 16 years and up)

   *b. California Psychological Inventory (CPI) Consulting Psychologists Press (Ages 13 years and up)

   c. Work Values Inventory Houghton Mifflin, Boston, Massachusetts, 02107

3. Handout: "Behavioral Function Worksheet" (Appendix 19)

4. Handout: "Definition of Behavioral Levels" (Appendix 20)

   Reference: Karmel, Louis J. and Karmel, Marylin O. Measurement and Evaluation in the Schools. New York: MacMillan Pub. Co. Inc., 1978, pp. 293-307. (Gives the rationale for personality tests and discusses the possible problems in usage)

5. Administer chosen temperament test and score.

   a. Test may be given in entirety during one session and scored in another.

   b. Test may be given and scored in sections over a period of several class sessions.

E. Interpretation of Aptitude and Temperament Tests

1. Comparison of results of interest inventory with aptitude and temperament results.

   a. Refer to the previously selected job from the D.O.T.

      1) List skills achieved to this point (educationally). Compare this list with the items listed as required skills for this job.

      2) List capacities present (percentile scores determined by the aptitude test). Compare this list with the list of capacities required for this job.

2. Discussion of obtained aptitude scores matched to selected job from the D.O.T.

* Use if trained to use instruments; therefore optional.

a. Aptitude scores lower than capacities required for selected job.

b. Aptitude scores average for capacities required for selected job.

c. Aptitude scores with high percentiles in capacities required for selected job.

3. Discussion of obtained Temperament scores.

a. How do the obtained scores agree with aptitude scores for the selected job?

b. How do the obtained scores agree with interests for the selected job?

F. DECISION: At this point, students must reach a decision to either

1. Choose a new job from the D.O.T. (should their interests, aptitudes and temperaments not show a satisfying match), and repeat the skill-capacities required/skills-capacities present exercises. This stage may be repeated several times until a satisfying match is made.

2. Go on to Phase III.

PHASE III: CAREER PLANNING

A. Parent Meeting #3.

1. Review of all materials given to students to this point. Include test results and student feedback.

2. Introduce Phase III: Career Planning, and describe how students will participate in exercises that will continue to explore specific job functions which will lead to career planning.

a. Explain how students will observe and interview people who are presently working in the job that the student has selected to investigate.

b. Explain how students will get a first-hand chance to check the reality of their chosen job in connection with the student's own emotional, aptitudinal, and physical capacities.

1) Discuss and ask permission for individual and/or group field trips. Some of the students may need supervision for an "overnight" visit to a larger community if there is no local access to see their chosen job. This overnight trip will most likely be the rule, and not the exception in rural areas where this program is in effect.

3. Ask parents for written permission for their children to begin and/or continue with this program.

B. AWARENESS: Investigating Job Functions

1. Discussion of ways to become more realistically informed about the students' selected jobs from Phases I and II. If the students do not arrive at the possibility of checking out the jobs in the community, the instructor may suggest and support the importance of this task.

a. Handout: "Class of '72". Have students read and discuss (Appendix 21)

b. Handout: "Women Workers" Have students read and discuss (Appendix 22)

c. Handout: "Career Clusters" (Appendix 23)

d. Handout: "Physical Capacities Worksheet" (Appendix 24)

C. EXPLORATION

1. Introduction and discussion of available methods of future career training.

   a. Remedial work

   b. On-the-job training

   c. Apprenticeship programs

   d. College degrees: AA, Bachelors and graduate level

   e. Technical schools

   f. Professional schools

   g. Special schools

   h. Self-employment

   i. Military training

2. Handouts:

   a. "My Educational Plan" (Appendix 25)

   b. Complete steps 3-7 in "Steps in Career Planning" (Appendix 10)

   c. "High School Course Plan" (Appendix 26a and 26b)

   d. "Should I Go On In School" (Appendix 27)

3. Individual student research may be required for the following options:

   a. Remedial work

   b. Apprenticeship programs

   c. Self-employment

4. Discussion and comparison of local and out-of-town career training.

5. Investigating Resources

   a. Discussion of financial resources for future career training.

   b. Suggest that students:

1) Write to schools for tuition, room and board, etc, information.

a) Handout: "Perspective College Profile" (Appendix 28)

2) Research school catalogs for financial information.

3) Handout: "Occupational Study Guide". A library research project (Appendix 29)

6. Field Trips: At this point, the instructor will know the types of jobs that were chosen by the students and will have checked out their local availability. An overnight excursion may be arranged with the parents through the school system for those students who don't have access to a local viewing of their selected job.

a. Handout: "Worker Interview Form" (Appendix 30)

b. Handout: "Job Analysis Summary Sheet" (Appendix 31)

D. DECISION

1. Parent meeting #4

a. Review all the materials and information that has been gathered in Phase III to this point.

b. Encourage parents to plan a discussion session with their children in order to aid the students in their career planning. The parents' input concerning the area of financial support for a particular career choice is especially important to obtain.

c. Inform parents that this program is nearly completed except for a final work-up sheet, a review of the processes that were used, and a student evaluation of this career program.

2. Putting it All Together

a. Have students do a "work-up sheet" on their selected job. This is an evaluation of a particular job and will include:

1) Interests
2) Aptitudes
3) Temperaments
4) Realistic job functions
5) Type and place of available training
6) Cost of career training

b. Discuss "Time, Energy and Effort" with students with regard to their selected job.

1) Handout: "A-Victory" (Appendix 32)

2) Ask students to discuss the following questions:

a) Is this particular job still meaningful to me in terms of the time, energy and effort involved in preparing myself for this kind of work?

b) If this job <u>is</u> worth the time, energy and effort, will I be able to have the financial resources available to me when I need assistance?

c) If this job is not worth the time, energy and effort, and/or I cannot obtain the financial resources for this particular job, what are my alternatives?

1. Suggest the possibility to students to work through their tests, observation skills, etc, in order to arrive at a second, third even fourth career choice. Ask the students to evaluate these choices in the same way that they evaluated choice number one.

2. Handout: "Polargram" Aid the students in filling out this form. (Appendix 33)

a. Ask the students to discuss the alternate choices with their parents in order to arrive at a career possibility that may be more acceptable (using their evaluation skills).

3. Conclusion

a. Have students complete a written evaluation about this career program. The evaluation may be short but should include the answers to at least the following statements: (Sample evaluation: Appendix 34)

1) "In this program, I learned the following things about myself . . . "

2) "In this program, I re-learned the following things about myself . . . "

3) "My general and specific career plans for the future are . . . "

4) "My feeling about the value of this program to me is . . . "

THE WORK WORLD

The word work means drudgery and fatigue

for some and joy and pleasure for others

WORK. . .activity that is required and for which payment is made

POSITION. . .a set of tasks performed by a person within a particular organization

JOB. . .the particular position a person holds or the particular kind of work done for pay in that position

OCCUPATION. . .the kind of activity needed to perform work tasks

VOCATION. . .a sense of life mission or purpose

CAREER. . .time-extended working out of a purposeful life pattern through work undertaken by the individual

Mini-lecture

SELF-GUIDANCE

Every person is different in some way from other people. We take this statement for granted most of the time. Do you know how different you are from others? Actually you aren't quite like anyone else in the world. You have certain aptitudes, interests, abilities, and temperaments. When organized together, they become "Psychological Equipment." You operate with this equipment when you deal with the world about you.

Guidance is where you study yourself and apply it to today and the future. The more you know about yourself, the more effective you can be. To be successful, you must learn to be effective with yourself and others.

You have taken tests during your stay in school. They are for your information and to tell you about yourself. What good are they? They tell you what you could do. Tests tell you what you would be interested in doing. But just being interested doesn't guarantee you can do it.

What aptitudes or abilities and temperaments do you have for a specific occupation? Do you know? Do you know enough about yourself to look ahead and see yourself on a job? Can you predict enough about yourself at least 75% of the time and be right? If so, then you're the first student who has been able to see himself as a future adult without knowing anything about himself.

To learn about yourself takes time and hard work. It's worth it if you want to be effective. We know this much--the closer we can effectively predict and control our future, the greater the reality.

Today's Date_____

ABOUT MYSELF

My name_____

My birthdate_____

CAREER PLANNING

I have thought about my future and what kind of career I want

Yes _____ No _____

If I answered "Yes," I would like to _____

_____

_____

If I answered "No," I know I should be thinking about my future. Some of the things I like to do that might lead to a career are _____

_____

_____

My definition of a job is _____

_____

My definition of a career is _____

_____

MY FUTURE GOALS

	My age	I want to do this	I want to be	I want to have
Present				
5 years from now				
10 years from now				
20 years from now				
25 years from now				

WHAT ARE INTERESTS?

1. Interests can be involving activities with things and objects such as detailed scale drawings, using drafting tools, handling electrical or mechanical equipment, keeping records, storing merchandise.
2. Interests can be for activities concerned with people and communication of ideas, i.e., news reporter, lawyer, music teacher, artist.
3. Interests can be preferences for activities having business contact with people, i.e., banking, financial investigations, soliciting customers, sales, labor union manager, advertising.
4. Interest can be for activities of a scientific or technical nature, i.e., tests and experience to measure characteristics of things or human beings, illustrating scientific books, making exhibits of scientific things, conducting agricultural experimentations, or medical experiments.
5. Interest can be for activities of a routine, concrete, organized nature, i.e., keeping files, assuming operation of machines, doing piece work, operating a machine.
6. Interest can be for activities of an abstract, creative nature, i.e., performing scientific experiments, studying physical or social environment or individuals, painting, architecture, mathematician, writer.
7. Interest can be for working with people for their presumed good, as in social welfare; or working with people and language in social situations, recreation, vocational counselor, social worker, ministry.
8. Interests can be for activities that are non-social in nature and carried on in relation to processes, machines and techniques, i.e., operating machinery, operating camera, radio, electronic equipment; printer, telegrapher.
9. Interests can be for activities resulting in the prestige or the esteem of others, such as corporation lawyer, politician, teacher, sales manager, orchestra conductor, counselor service.
10. Interest can be for activities resulting in tangible, productive satisfaction, i.e., fixing an automobile, baker, operating a machine, carpentry; this generally refers to most skilled activities where there is definite production.

JOB VALUES EXERCISE

Here are some values held by many people:

individuality	money
independence	creativity
equality of all people	family and home
education	religion
honesty	helping others
acceptance by others	prestige, recognition, status

Write in the spaces below three to five values that you are aware as being important to you.

A. _____

B. _____

C. _____

D. _____

E. _____

As you think of the values you hold, are there any occupations that you believe you ought to enter because of them? List occupations that might fit your values and some that might not.

Occupations that fit your values	Occupations that might not fit your values

HOW DO I SEE MYSELF?

Which answer best expresses how I feel about a job?

	Very Much	Uncertain	No Interest
I prefer a job in which I work with people	____	____	____
I prefer a job in which I work with people I like	____	____	____
I prefer a job in which I would be able to be friendly with people	____	____	____
I prefer a job in which I would be physically active	____	____	____
I prefer a job in which I work with my hands	____	____	____
I prefer a job in which I work with facts, figures, and information and apply them to my job	____	____	____
I prefer a job in which I could be creative and work with ideas	____	____	____
I prefer a job which I enjoy, that is interesting to me	____	____	____
I prefer a job in which I would be well paid	____	____	____
I prefer a job in which I would be helping others	____	____	____
I prefer a job in which I would be my own boss	____	____	____
I prefer a job in which I direct people's work	____	____	____
I prefer a job in which I make decisions and supervise others	____	____	____

WORKING CONDITIONS PREFERENCES EXERCISE

LOOK AT THE FOUR PAIRS OF WORKING CONDITIONS BELOW. FROM EACH PAIR, SELECT THE CONDITION YOU PREFER AND PLACE A CHECK MARK IN THE SPACE NEAREST THAT WORKING CONDITION.

Working indoors_____	Working outdoors_____
Working with people_____	Working alone _____
Working with a variety of tasks____	Working at the same task _____
Doing physical labor_____	Doing little physical labor _____

Mini-lecture

HOW TO THINK ABOUT TEST SCORES

Testing is only one objective way in which students get information about their assets. Test information helps in making decisions about courses, occupations and plans for training.

Parents or a previous employer may have more information about a student than a test can show. If a student is to have all the facts about himself, he needs the help of those people who know him. When you discuss the test scores with your parents, teachers and friends, be sure they tell you abou the interests that they've noticed you've had in the past years. Later, you'll also want to discuss your abilities and aptitudes with these people.

* STEPS IN CAREER PLANNING

THERE ARE MANY DIFFERENT WAYS TO MAKE CAREER DECISIONS. THE BEST WAY IS TO TAKE CHARGE OF YOUR OWN CAREER PLANNING. YOUR CAREER PLANS AND DECISIONS ARE IMPORTANT. SPEND TIME THINKING ABOUT THEM. WHEN YOU HAVE FINISHED ALL THE STEPS AND ANSWERED ALL THE QUESTIONS, YOU WILL BE READY TO TAKE CHARGE OF YOUR OWN CAREER PLANNING.

* Use Work Values/Interest Inventories

	Have Started	Need to Begin
Step 1		
DECIDE WHAT I WANT FROM A JOB/CAREER		
- What do I value most? Making money? Having a steady job? Being my own boss? Serving others	_____	_____
-. What are my job preferences? Work indoors—or outdoors? Work with people—or with objects and machines?	_____	_____
Step 2		
IDENTIFY JOBS RELATED TO MY INTERESTS, EXPERIENCES, AND ABILITIES		
- Think about my special abilities, interests and skills	_____	_____
- See if my current pastimes, hobbies, and experiences suggest career possibilities	_____	_____
Step 3		
FIND OUT ABOUT THE DIFFERENT KINDS OF TRAINING AND EDUCATION THAT ARE AVAILABLE		
- Do I know what each of these offers? Community or vocational/technical colleges, on-the-job training, business schools, 4-year colleges, the military, apprenticeships	_____	_____
- My counselor/teacher can help me	_____	_____

Step 4	Have Started	Need to Begin
LEARN MORE ABOUT EACH OF THE JOBS THAT SEEM TO OFFER WHAT I WANT		
- What are they really like? What would I actually do from day to day?	_____	_____
- How would these jobs satisfy my needs and goals?	_____	_____
- Will these jobs still be available when I am ready to go to work?	_____	_____
- Can I get any work-related experiences to help me decide whether I would enjoy these jobs?	_____	_____

REMEMBER, MY PARENTS, COUNSELORS, AND TEACHERS CAN HELP ME WITH MY CAREER PLANNING.

Step 5	Have Started	Need to Begin
SET SOME JOB/CAREER GOALS FOR MYSELF		
- Think about the education, training, and job I would like to have 10 years from now.	_____	_____
- How much responsibility would I like? Do I want to be in charge?	_____	_____
- Will I be willing to get the extra training I will need to get ahead?	_____	_____
- Is this job a stepping stone to a better or different job?	_____	_____

BE READY TO CHANGE MY GOALS IF I FIND SOMETHING I LIKE TO DO BETTER OR FIND OUT THAT MY FIRST CHOICE IS NOT POSSIBLE.

Step 6		
FIND OUT WHAT I MUST DO TO REACH THESE GOALS		
- Do I need some part-time work experience, more education or training, or financial aid to reach my goals?	_____	_____
- What specific plans or decisions must I make?	_____	_____
- What must I do right now? What decisions must be made in the future?	_____	_____

	Have Started	Need to Begin
Step 7		
PREPARE FOR THE DECISIONS I HAVE TO MAKE. BE SURE I KEEP MY OPTIONS OPEN		
- When faced with a career decision, consider my goals, the ways I can reach them, and the risks and costs	_____	_____

JOB FAMILIES

THE MORE THAN 21,000 JOB TITLES IN THE WORLD OF WORK HAVE BEEN GROUPED INTO EIGHT CAREER CLUSTERS. EACH OF THESE CLUSTERS CONTAIN SEVERAL JOB FAMILIES. EACH JOB FAMILY CONTAINS MANY INDIVIDUAL JOBS. THE JOBS IN EACH FAMLY ARE RELATED. PEOPLE IN THE JOBS IN A FAMILY DO SIMILAR KINDS OF WORK. THIS SYSTEM OF CLUSTER, FAMILIES, AND JOBS MAKES IT EASIER FOR YOU TO THINK ABOUT THE DIFFERENT JOBS IN THE WORLD OF WORK.

I. BUSINESS SALES & MANAGEMENT

A. PROMOTION AND DIRECT CONTACT SALES
Public relations workers, fashion models, travel agents, sales workers who visit customers (for example, real estate brokers, insurance agents, wholesalers, office supplies sales workers)

B. MANAGEMENT AND PLANNING
Hotel, store, and company managers, bankers, executive secretaries, buyers, purchasing agents, small business owners

C. RETAIL SALES AND SERVICES
Sales workers in stores and shops, auto salespersons, retail sales workers

II. BUSINESS OPERATIONS

D. CLERICAL AND SECRETARIAL WORK
Typists, file clerks, mail clerks, office messengers, receptionists, secretaries

E. PAYING, RECEIVING, AND BOOKKEEPING
Bank tellers, accountants, payroll clerks, grocery check-out clerks, ticket sellers, cashiers, hotel clerks

F. OFFICE MACHINE OPERATION
Adding, billing, and bookkeeping machine operators, computer and data processing machine operators, telephone operators

G. STORAGE, DISPATCHING AND DELIVERY
Shipping and receiving clerks, stock clerks, truck and airplane dispatchers, delivery truck drivers, cab drivers, mail carriers

III. TRADES, CRAFTS, & INDUSTRIES

H. HUMAN SERVICES CRAFTS
Barbers, hairdressers, tailors, shoemakers, cooks: chefs, butchers, bakers

I. REPAIRING AND SERVICING HOME AND OFFICE EQUIPMENT
Repairing and servicing TV sets, appliances, typewriters, telephones, heating systems, photocopiers

J. GROWING AND CARING FOR PLANTS/ANIMALS
Farmers, foresters, ranchers, gardeners, yard-workers, groundskeepers, plant nursery workers, animal caretakers, pet shop attendants

K. CONSTRUCTION AND MAINTENANCE
Carpenters, electricians, painters, custodians (janitors), bricklayers, sheet metal workers, construction laborers (buildings, roads, pipelines, etc.)

L. TRANSPORT EQUIPMENT OPERATION
Long-haul truck and bus drivers, bulldozer operators, crane operators, forklift operators

M. MACHINE OPERATING, SERVICING, AND REPAIRING
Auto mechanics, machinists, printing press operators, sewing machine operators, service station attendants, laborers and machine operators in factories, mines lumber camps, etc.

IV. TECHNOLOGIES

For Science and Medical Technicians, see Job Families O and P

N. ENGINEERING AND OTHER APPLIED TECHNOLOGIES
Engineers and engineering technicians, draftsmen and draftswomen, pilots, surveyors, computer programmers

V. NATURAL & SOCIAL SCIENCES

O. NATURAL SCIENCES AND MATHEMATICS
Biologists, chemists, lab technicians, physicists, geologists, statisticians, agricultural scientists, ecologists

P. See Cluster VI—HEALTH SERVICES/ SCIENCES CLUSTER

Q. SOCIAL SCIENCES AND LEGAL SERVICES
Sociologists, lawyers, political scientists, historians, psychologists, home economists

VI. HEALTH SERVICES & SCIENCES

P. MEDICINE AND MEDICAL TECHNOLOGIES
Dentists, doctors, veterinarians, medical technologists and lab workers, pharmecists, X-ray technicians, optometrists, dental hygienists, dieticians

W. NURSING AND HUMAN CARE
Child care aides, nurses, dental assistants, physical therapists, hospital attendants

VII. CREATIVE & APPLIED ARTS

R. CREATIVE ARTS
Authors, concert singers, musicians, actresses and actors, dancers, artists

S. APPLIED ARTS (VERBAL)
Reporters, technical writers, interpreters, newscasters, newswriters, ad copy writers

T. APPLIED ARTS (VISUAL)
Interior decorators, architects, commercial artists, photographers, fashion designers

U. POPULAR ENTERTAINMENT
Night club entertainers, popular singers and musicians, disc jockeys, circus performers

VII. SOCIAL & PERSONAL SERVICES

V. EDUCATION AND SOCIAL SERVICES
Teachers, counselors, social workers, librarians, athletic coaches, recreation workers, clergymen and clergywomen

W. See Cluster VI—HEALTH SERVICES/ SCIENCES CLUSTER

X. PERSONAL AND HOUSEHOLD SERVICES
Waiters and waitresses, airline stewardesses and stewards, housekeepers, porters, carhops, butlers and maids

Y. LAW ENFORCEMENT AND PROTECTIVE SERVICES
Police officers, building, food, and postal inspectors, watchmen, plant guards, firefighters

JOB FAMILIES

w that you are familiar with the preceding eight career clusters, select two you would
ke to do that you think you are capable of doing. Then select two individual jobs in each.

_____

A._____

B._____

._____

A._____

B._____

Mini-lecture: INTERESTS, APTITUDES, AND EDUCABILITY

An INTEREST INVENTORY is made up of many questions which ask a student what kind of activities he likes best. The activities in an Interest Inventory are directly related to activities in many occupations. An interest inventory shows what a student would like to do as a worker. ABILITY is the power to perform acts. Interest is not the same as ability. An interest is thought of as a tendency to become absorbed in an experience or an act. It should be remembered that a person may be interested in some act or occupation; but not have the ability to carry out or succeed in that act or occupation. For example, people might like to be actresses or actors but they do not have the power or ability to perform as actresses or actors.

A third term or word that one needs to know when getting information about one's self is the word APTITUDES. Whereas an ability is the power to perform, an aptitude is a fitness or suitability for an action. It is more the idea of an undeveloped ability. Therefore, an aptitude may be thought of as an ability that may need further training.

EDUCABILITY may be thought of as the power to perform educational tasks in learning. It is an ability to handle symbols like words, numbers, ideas, and objects. A score on an educability test can give a student an idea of how he compared to other students in the ability to do school work. Knowing an educability score helps to tell a student what kind of occupational training is worthwhile as well as what and how long school work will benefit him. For example, a student scores in the 65th percentile on a test, i.e., lanuage, mathematics, etc. He could profit from more difficult and lengthy training such as college.

A percentile score does not mean the percent of excellence. The percentile score indicates how one person compares and ranks with other persons of similar age or grade level throughout the entire country. For example, a score of 60 in Mechanical Aptitude means that a person is as good or better than 60 out of every 100 boys and girls in the

country in this one aptitude.

Any score that falls between the thirtieth percentile and the seventieth percentile (30 percentile and 70 percentile) is thought of as an AVERAGE score.

If a student has a score higher than the seventieth percentile (70), this means he or she has a personal asset that is above the average and must be taken into consideration in planning for vocations and educational courses.

"DAFFODIL IN THE SPRING"
A "Poor" Student Looks at the School
by Stephen M. Corey
Condensed from Childhood Education

No, I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the school room, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home--books like Popular Science; Mechanical Encyclopedia, and the Sears' and Ward's Catalogs, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sears' and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether, and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't seem to remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment of air pressure, so I just kept still. The kids seemed interested, though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff!

I'm not very good in Geography, either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles, and we brought almost ten tons of stock to the Chicago market.

He told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles

round trip. I'm figuring now what his oil cost and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in seventeen letters last time, my aunt said—all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to was on, "What a Daffodil Thinks of Spring", and I just couldn't get going.

I don't do very well in school in arithmetic either, seems I just can't keep my mind on the problems. We had one the other day like this: If a 57 foot telephone pole falls across a cement highway so that 17 3/6 feet extend from one side and 14 9/17 feet from the other, how wide is the highway?

That seemed like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't even say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom much and all our books are in a bookcase. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first.

I didn't see why, but I kept still and made a tie rack at school and a tail gate after school at my uncle's garage. He said I saved him $10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me a Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen, and I'm sort of anxious to because there are a lot of things I want to learn to do and as my uncle says, I'm not getting any younger.

The End

GLOSSARY OF APTITUDES

1. Verbal - This means the ability to understand meanings of words, ideas associated with them, and to use them effectively.
2. Numerical - Ability to perform arithmetic operations quickly and accurately.
3. Spatials - To comprehend forms in space; understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and solving geometry problems. Ability to "visualize" objects in two or three dimensions, to think visually in geometric form. Space Perception, or the degree to which the ability to discriminate differences in distance is required:
   a. Visual by means of sight
   b. Tactile motor by means of touch
   c. Kinesthetic, i.e., recognition of small differences in movement through space.
4. Form Perception - To perceive pertinent details of objects of pictorial or graphic material. To make visual comparisons and discrimination and to see slight differences in shapes and shading of figures, in width and length of lines, words or numbers as well, is the degree of ability to discriminate differences in shape demanded on a job:
   a. Visual by means of sight
   b. Tactile Motor by means of touch and movement
5. Clerical Perception - Ability to perceive pertinent details of verbal or graph material; to observe difference in copy; to proofread words and numbers; to avoid visual errors in arithmetic computation. Observation - The ability which is called forth by the job of employing attention so that no detail of the performance remains unnoticed. The individual must be aware of what he is doing and keep accurate note on minute details of the job; proofreading is an example of this.
6. Motor Coordination - To coordinate eyes, hands and fingers; accurately making movements with speed.

a. The job requirement in the combination of fine muscular movements in making fine adjustments, i.e., such as fine instrument making, comptometer operating, and fine armature winding.

b. Refers to the harmonious combination of eye and muscle action demanded by the job; a movement controlled by sight, it is important in such a job as telephone operating in which the operator is required to get the plug into a hole of small diameter, location of which is perceived by the eye.

7. Finger Dexterity - To move fingers and manipulate small objects rapidly and accurately.

8. Manual Dexterity - To move hands easily and skillfully; to work with hands in placing and turning objects.

9. Eye-Hand-Foot Coordination - To move the hands and feet coordinately with each other in accordance with vision, driving an automobile is a good example.

10. Color Discrimination - To perceive or recognize similarities or differences in colors or shades or other values in the same color. To identify a color; to recognize harmonious or contrasting combinations or to match colors accurately.

11. General Intelligence - This means general learning ability; the ability to "catch on" and understand directions and underlying ideas; ability to reason things out. The ability of an individual to solve a new problem and the ability to put knowledge that ordinarily obtained in school to use on the job. For example, reading, writing and the ability to utilize numbers as a requirement.

a. Verbal Understanding - The ability to understand directions, degree of comprehension of verbal or written directions provided or demanded.

b. Auditory Understanding - This refers to the readiness or quickness with which directions must be understood on a given job; on some jobs a slow pace may be established but on others where they must be grasped and understood quickly and readily, such as"troubleshooting."

12. Judgment - Readiness to manipulate two or more ideas or concepts; to make a decision from information or data. The exercise of choice on a job, the selection of best response from among a number of possible satisfactory responses.
13. Executive - The capacity for leadership required on the job. This is a complex, unalyzed mental ability which can be rated only in a very superficial way. Complex parts of personality are something relatively little is known of at this time. Therefore, experience and observation on the job are the best ways of judging if a person is of executive or leadership material.

GLOSSARY OF TEMPERAMENTS

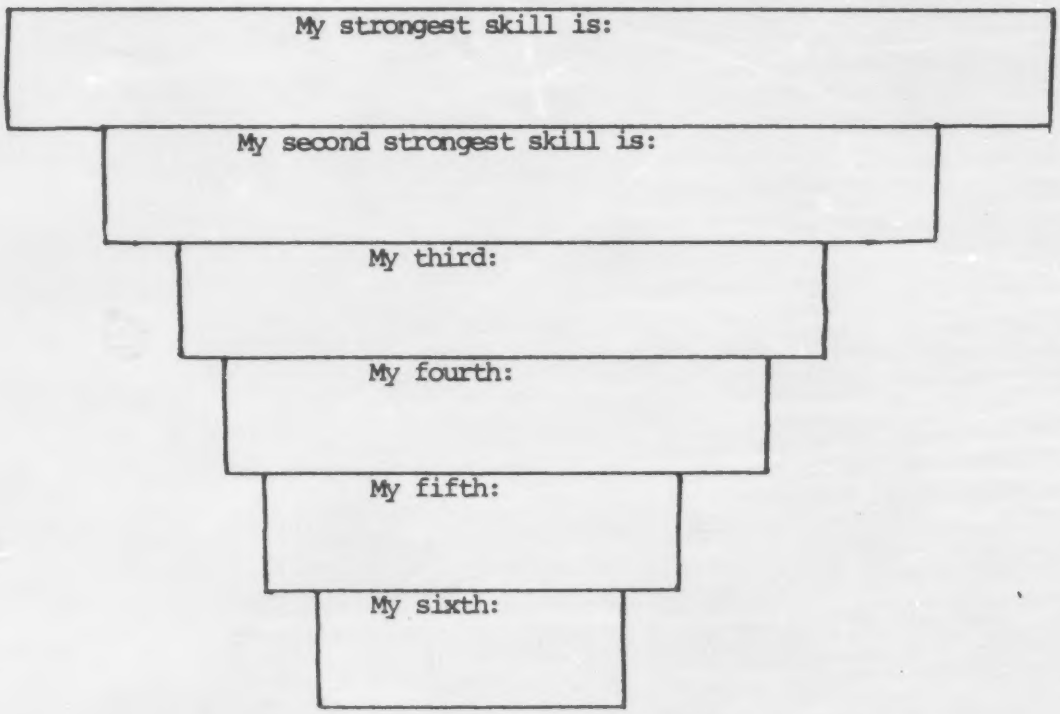
1. Preference for a variety of duties often characterized by frequent change, i.e., general office work where there is variety; repairing equipment; teaching people.
2. Preference for repetitive or short-cycle operations carried out according to set procedures or sequence, i.e., addressing envelopes at a typewriter, working on an assembly line, operating a power press, doing advertising make-up.
3. A preference allowing little or no room for independent action or judgment or working out job problems, i.e., beauty parlor operator, machine operator.
4. The preference for direction, control, or planning of the entire activity or activities of others, i.e., designing and construction of a building, sales manager, advertising manager, executive, are some examples.
5. Preference which involves the necessity of dealing with people and actual job duties beyond giving and receiving instruction, i.e., supervision of people such as the person who worked in solving social problems of travelers, migrants and transients; taking pictures of news events; supervising people.
6. A preference for working alone and apart in phsical isolation from others although activity may be integrated with that of others, i.e., keeping close watch on crops belonging to farmers, fire look-out, trapper, astronomer.
7. Preference for influencing people in their opinions attitudes or judgments about ideas or things, i.e., writing advertising copy, soliciting for businesses, public opinion analyst.
8. Preference for performing adequately under stress when confronted with criticism or the unexpected, or taking risks, i.e., working under water, or in mines; being a surgeon, fire fighter, policemen, professional soldier.
9. The preference where evaluation is done, i.e., arriving at generalizations, judgments or decisions of information against sensory or judgmental criteria.

A person organizing and interpreting scientific data; producing finished or fancy baked goods; conduct suits for clients; interior decorator; appraisal of government records of public interest for historical significance.

10. Preference which involves evaluation, i.e., arriving at generalizations, judgments or decisions for information against measurable or varifiable criteria. This is examining and testing metal samples, examining works of art, chemical tests, laboratory cultures, diamond cutter, technicians of various sorts.
11. Preference for interpretation of feelings, ideas or facts in terms of personal viewpoint, i.e., artists, photographers, dietician, person who writes musical or art reviews for newspapers or magazines.
12. Preference for precise attainment of set limits, tolerance or standards, i.e., pharmacist, designer, research engineer, inspector, assayer.
13. Initiative. The self-starting aspect of job demand; the ability of an individual to begin a new operation without instruction.
14. Persistence. The stick-to-it-iveness demanded by the job.
15. Alertness. This is the readiness with which an individual must show on the job in meeting changing situations.
16. Planfulness. The ability to look ahead to forsee the general plan of work, to methodically plan or form a scheme for the method of doing the work as part of the job requirements.

* BASIC BUILDING BLOCKS

YOU ARE AIMING AT BEING ABLE ULTIMATELY TO FILL IN THIS CHART . . . . .



STRONGEST SKILL--THAT WHICH YOU DO BEST AND ENJOY AND FEEL CONFIDENT ABOUT--IN YOUR OPINION.

NOW THEY CAN BE REARRANGED INTO CAREERS IN A NUMBER OF WAYS.

* Use Aptitude Glossary;
  Use Aptitude Test results

* INTERESTS AND ABILITIES

INTERESTS AND ABILITIES ARE VERY IMPORTANT IN EDUCATIONAL AND VOCATIONAL PLANNING. (List 6 areas of interests in descending order with percentiles noted)

A. What are your chief interests?

B. In what ways do your interests relate to your abilities?

C. Do any of your abilities and interests seem to conflict with each other? If so, how?

* Use Tests and Dialogue

CAREER-RELATED ABILITIES

YOU HAVE JUST EXPLORED YOUR JOB VALUES AND WORKING CONDITIONS PREFERENCES. NEXT CONSIDER YOUR ABILITIES.

READ OVER THE LIST OF ABILITIES BELOW. SHOW HOW YOU SEE YOURSELF BY PLACING A CHECK MARK IN ONE OF THE COLUMN FOLLOWING EACH ABILITY. RATE YOURSELF AS YOU REALLY THINK YOU ARE COMPARED WITH PERSONS YOUR OWN AGE. DON'T RATE YOURSELF AVERAGE IN EVERYTHING.

Ability and Description	10-29% Lower 1/3	30-70% Middle 1/3	71-89% Top 1/3	90 + % Top 10 Percent
HELPING OTHERS Caring for or teaching others, making others happy.....	_____	_____	_____	_____
MEETING PEOPLE Talking with people, getting along with others, making a good impression.....	_____	_____	_____	_____
SALES Selling things, influencing or leading others.....	_____	_____	_____	_____
CLERICAL Keeping accurate records, organizing and filing, using correct grammar and spelling..	_____	_____	_____	_____
MECHANICAL Working with tools, machines, wood, metal; fixing things....	_____	_____	_____	_____
SCIENTIFIC Doing science course work, understanding scientific principles.....	_____	_____	_____	_____
CREATIVE Finding new ways to do or say something, exploring new ideas.....	_____	_____	_____	_____
ARTISTIC Drawing, playing a musical instrument, writing, acting, painting.....	_____	_____	_____	_____

General School Abilities

READING Understanding what you read, reading quickly.....	_____	_____	_____	_____
MATH Understanding and solving math problems.....	_____	_____	_____	_____

REMEMBER: Some abilities like math and reading are important for anyone planning training beyond high school.

ESTIMATE YOUR EDUCATIONAL ACCOMPLISHMENTS (G.P.A.)

AREA	BELOW AVERAGE		AVERAGE		ABOVE AVERAGE	
	Grades	Tests	Grades	Tests	Grades	Tests
English						
Mathematics						
Social studies						
Science						
Foreign language						
Art						
Music						
Physical education						
Shop						
Home economics						
Business						
Extracurricular activities						

BEHAVIORAL FUNCTIONING WORKSHEET

Client:_____ Referral Date:_____

INSTRUCTIONS: Please provide all relevant information based upon D.O.T. definitions.

EDUCATIONAL DEVELOPMENT (Check functioning level of each area)

Reasoning	Math	Language
(1)_____(minimal skills)	(1)_____(minimal skills)	(1)_____(minimal skills)
(2)_____	(2)_____	(2)_____
(3)_____	(3)_____	(3)_____
(4)_____	(4)_____	(4)_____
(5)_____(high level skills)	(5)_____(high level skills)	(5)_____(high level skills)
(6)_____	(6)_____	(6)_____

APTITUDES (rate 5 if client falls within lower 10% of population; 4 of lower third; 3 if middle third; 2 if upper third; and 1 if top 10%)

_____Intelligence

_____Verbal

_____Numerical

_____Spatial Perception

_____Form Perception

_____Clerical Perception

_____Motor Coordination

_____Finger Dexterity

_____Manual Dexterity

_____Eye/Hand/Foot Coordination

_____Color Discrimination

WORK INTERESTS/ACTIVITIES (check one or the other of each pair)

1._____Things vs. _____People/ideas

2._____Business with People vs. _____Science/Technology

3._____Routine/organized vs. _____Abstract/Creative

4._____Social/Helping vs. _____Non-Social/Machines

5._____Prestige/Esteem vs. _____Tangible Productivity

SOME DEFINITIONS OF BEHAVIORAL LEVELS

COGNITIVE

Knowledge —	the recall of specifics and universals, the recall of methods and processes, the recall of a pattern, structure, or setting
Comprehension —	understanding in which the individual knows what is being communicated and can make use of the cognitive material without necessarily relating it to other material
Application —	the use of abstractions in particular and concrete situations
Analysis —	the breakdown of cognitive material into its constituent parts and detection of the relationships of the parts and of the way they are organized
Synthesis —	putting together of elements of cognitive material to form a cogent whole
Evaluation —	making judgments about the value, for some purpose, of cognitive materials

AFFECTIVE

Receiving —	awareness of, and willingness to receive, phenomena or stimuli
Responding —	sufficient involvement in a subject or activity to produce active commitment
Valuing —	acceptance of, and preference for, a value; commitment to a goal or objective
Organization —	conceptualization and organization of a value system
Characterization —	consistent action in accordance with the value system; the person can be "characterized" by his value system

PSYCHOMOTOR (tentative hypotheses by R.H. Dave)

Imitation —	imitation of an observable action
Manipulation —	development of skill in following direction; performance of selected actions

Precision ---	proficiency of performance in reproducing a given act reaching a high level
Articulation ---	coordination of a series of acts and establishing internal consistency among them
Naturalization ---	automatic and spontaneous response in the performance of an act or series of acts; performance becomes "second nature"

Nevada Newsletter '80

WHATEVER HAPPENED TO THE CLASS OF '72?

The high school class of 1972 has been gathered together for another snapshot; a statistical snapshot, that is. In the spring of 1972, about 20,000 members of the class of '72 were questioned about their attitudes and plans for the future. This was the beginning of the National Longitudinal Study (NLS). Recently, the National Center for Education Statistics (NCES) completed its third followup study. More than 95% of the original group participated in all the surveys. Most of the questionnaires were completed in October 1976, meaning the young people were four and a half years out of high school. Here are a few of the highlights:

- About 72% were working in full or part-time jobs. Another 9% were unemployed. About 17% were still in college.

- Of those who entered college in 1972, 39% had graduated with a bachelor's degree by October 1976; 26% were still in school; and 35% had dropped out. Looking at the entire group, 42% had not had any higher education by October 1976, 42% had some and only 16% had earned a BA or more.

- About 42% of women said they were "homemakers", up from 29% in 1974.

- Three out of four of the college graduates were employed full-time in October 1976, with an average annual salary of $9,500. Engineering graduates led the way at $13,000. Education graduates averaged $8,700.

- About 53% of the women and 35% of the men reported having been married at some time. About 23% had at least one child.

- Most women and minority young people said their sex or race had been more of an advantage than a disadvantage in pursuing education or jobs. For example, 9% of black women said they had been treated unfairly because of their sex, but 28% said they had been given special advantage because of it. Also, 20% of these women said they had been treated unfairly because of their race, while 27% said it had given them a special advantage.

- After four years in the "real world", respondents had a more negative opinion of their high school experience. About 51% said the school should "have placed more emphasis on basic academic subjects". In 1972, the figure as 45%. About 64% said they wished they had more vocational and technical education. In 1972, the figure was 68%. Only 39% thought their school had provided them with enough counseling to pursue wisely their education. In 1972, the figure was 57%.

Nevada Newsletter '80

20 FACTS ON WOMEN WORKERS

1. A majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1978 were single, widowed, divorced, or separated, or had husbands whose earnings were less than $10,000(in 1977).

2. About 42 million women were in the labor force in 1978; they constituted more than two-fifths of all workers.

3. Fifty-nine percent of all women 18 to 64--the usual working ages--were workers in 1978, compared with 88 percent of men. Fifty percent of all women 16 and over were workers. Labor force participation was highest among women 20 to 24.

4. The median age of women workers is 34 years.

5. Fifty-three percent of all black women were in the labor force in 1978 (4.9 million); they accounted for nearly half of all black workers.

6. Forty-five percent of Spanish-origin women were in the labor force in March, 1978 (1.8 million); they accounted for 39 percent of all Spanish-origin workers.

7. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade--13 million women compared with 9 million men.

8. More than one-fourth of all women workers held part-time jobs in 1978.

9. The average worklife expectancy of women has increased by more than one-half over the two decades since 1950. In 1970 the average woman could expect to spend 22.9 years of her life in the work force.

10. The more education a woman has the greater the likelihood she will seek paid employment. Among women with 4 or more years of college, about 4 out of 5 were in the labor force in 1978.

11. The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of schooling.

12. The number of working mothers has increased more than tenfold since the period immediately preceding World War II, while the number of working women more than tripled. Fifty-three percent of all mothers with children under 18 years (16.1 million) were in the labor force in 1978.

13. The 5.8 million working mothers[1/] with preschool children in 1978 had 6.9 million children under 6 compared with 4.8 million working mothers with 6.0 million children under 6 years of age in 1973.

1/ Includes never married mothers.

14. The unemployment rate was lowest for adult white men (20 and over) and highest for black young women (16 to 19) in 1978:

Adults	Percent	Teenagers	Percent
White men	3.7	White men	13.5
White women	5.2	White women	14.4
Hispanic men	6.3	Hispanic men	19.5
Hispanic women	9.8	Hispanic women	22.0
Black men	9.1	Black men	36.5
Black women	11.1	Black women	41.0

15. Women workers are concentrated in low paying, dead end jobs. As a result, the average woman worker earns only about three-fifths of what a man does, even when both work full-time year-round. The median wage or salary income of year-round full-time workers in 1977 was lowest for minority-race[2/] women--$8,383. For white women it was $8,787; minority men, $11,053; and white men, $15,230.

The median earnings of full-time year-round women farm workers were $1,635, private household workers, $2,714; sales workers, $6,825; and clerical workers, $8,601.

16. Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school—$8,452 and $9,332, respectively, in 1977. Women with 4 years of college also had less income than men with only an 8th grade education--$11,134 and $11,931, respectively.

17. Among all families, about 1 out of 7 were headed by a woman in 1978 compared with about 1 out of 10 in 1968; 39 percent of black families were headed by women. Of all women workers, about 1 out of 8 was a family head; about 1 out of 4 black women workers was a family head.

18. Among all poor families, nearly half (49 percent) were headed by women in 1978; more than 2 out of 3 poor black families were headed by women. In 1968 about one-third (35 percent) of all poor families were headed by women, and 51 percent of poor minority[3/] families had female heads.

19. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families in 1978, 6.1 percent were poor when the wife did not work; 2.7 percent when she was in the labor force. Among all wives who worked in 1978, the median contribution was more than one-fourth of the total family income. Among those who worked year-round full-time, it was nearly two-fifths.

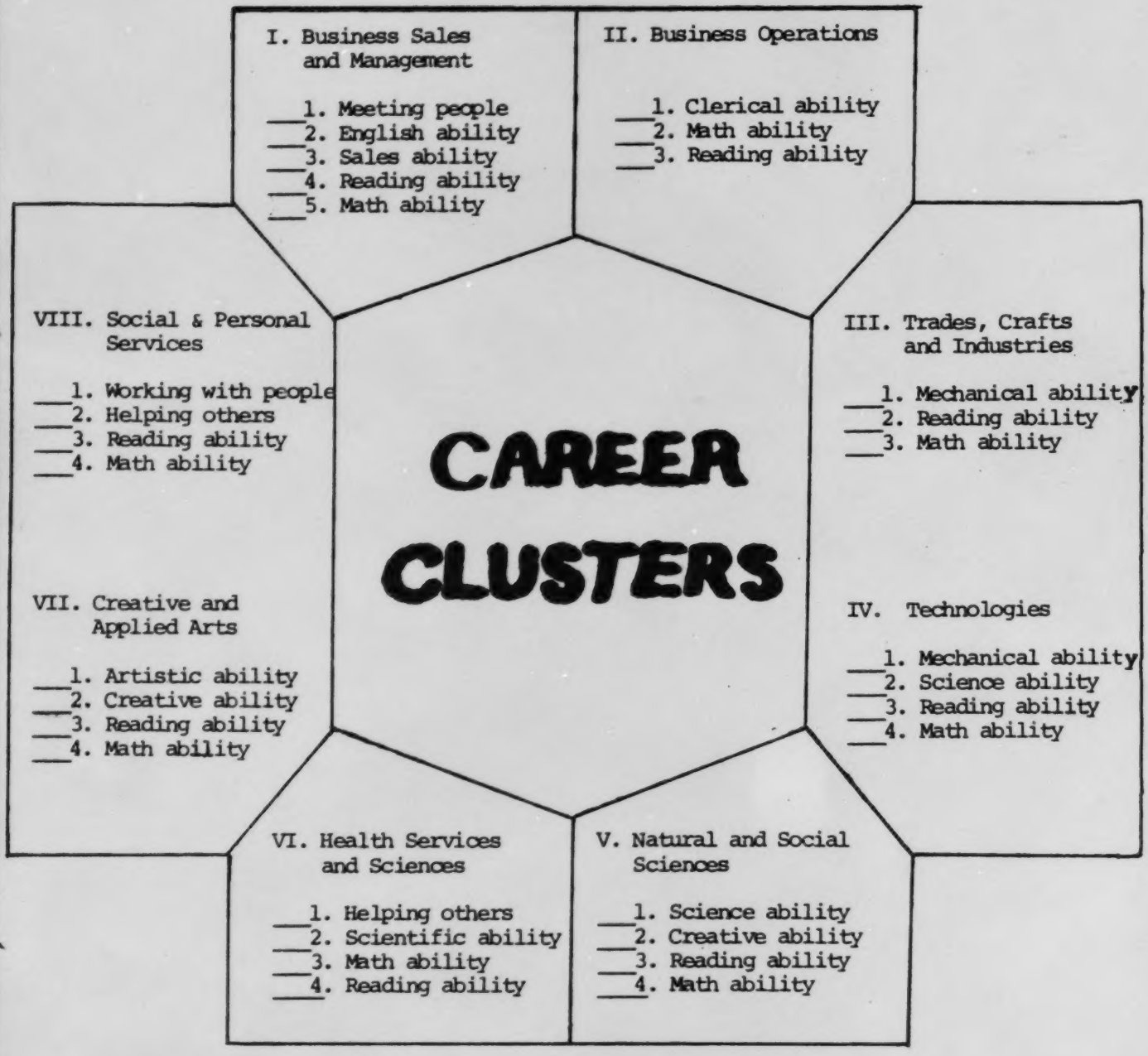
20. Women were 80 percent of all clerical workers in 1978, but only 6 percent of all craft workers (women were about 3 percent of all apprentices as of June, 1978); 63 percent of service workers but only 43 percent of professional and technical workers; and 64 percent of retail sales workers, but only 23 percent of nonfarm managers and administrators.

2/ "Minority races" refers to all races other than white. Blacks constitute about 10 percent of persons other than white in the United States. Spanish-origin persons are generally included in the white population; about 93 percent of the Spanish-origin population is white.

3/ Data on black families are not available for 1968.

CAREER CLUSTERS

NOW LOOK AT THE CAREER CLUSTERS BELOW. THE ABILITIES MOST OFTEN NEEDED TO PREPARE FOR AND TO ENTER THE JOBS IN A CLUSTER ARE LISTED FOR THE EIGHT CLUSTERS. THE STEPS BELOW WILL HELP YOU SEE HOW YOUR SELF-RATED ABILITIES RELATE TO THE CLUSTERS.



PHYSICAL CAPACITIES WORKSHEET

Client: _____ Physician: _____

Counselor: _____ Date: _____

Note to Physician: Based upon your examination of the client, please check all items where there is a restriction of the client's capacity. Explain briefly.

A. LIFTING:

The most reasonable lifting and/or carrying expectation for this client:

_____100 lbs. occasionally to 50 lbs. frequently

_____50 lbs. occasionally to 25 lbs. frequently

_____20 lbs. occasionally to 10 lbs. frequently

_____No limitations on client

B. CLIMBING-BALANCING:

_____Climbing: _____

_____Balancing: _____

C. STOOPING-BENDING:

_____Stooping:

D. REACHING-HANDLING:

_____Reaching (arms):

_____Reaching (legs):

_____Handling (gross motor manipulation):

_____Handling (fine motor manipulation):

E. TALKING-HEARING:

_____Talking:

_____Hearing loss

___No significant loss (0-15 decibles)

___Slight (15-20)

___Moderate (20-40)

___Moderately severe (40-60)

___Severe (60-80)

___Very severe (80 and above)

___No hearing

F. VISUAL

___No significant restrictions:_____

___Corrected vision:_____

___Vision is correctable:_____

___Vision is not correctable:_____

___Vision is progressive/degenerative:_____

___Blind:_____

G. INDOOR-OUTDOOR:

___Neither indoor or outside:_____

___Inside:_____

___Outside:_____

H. COLD-HEAT:

___Cold climate (40 degrees or less):_____

___Hot climate (100 degrees or more):_____

I. DRY-HUMID:

___Activity in wet/humid setting:_____

___Activity in dry setting:_____

MY EDUCATIONAL PLAN

Abilities, interests, personality traits, and accomplishments are important factors to consider in educational and vocational planning.

Given your abilities, interests, personality and educational accomplishments, what kind of education (after high school) would be best for you? Check both the ideal type of education and the most realistic one.

	Ideal	Realistic	Other
Job experience, without any additional formal education part-time			
Vocational or technical school			
Two-year college			
Military service			
Four-year college or university			
Graduate school			

SAMPLE OF FOUR YEAR HIGH SCHOOL COURSE PLAN RELATED TO A CAREER

ACADEMIC

OCCUPATIONAL EXAMPLES: THIS CLUSTER WILL ENCOURAGE AND SUPPORT A LIVELY INTEREST AND APPRECIATION IN MANY VOCATIONS. IT WILL ALSO PROVIDE A WELL ROUNDED FOUNDATION FOR PROFESSIONS AND CAREERS WHICH REQUIRE A COLLEGE DEGREE.

COLLEGE PREP OR GENERAL CAREER CLUSTER

9th Grade	Credit	Grade	10th Grade	Credit	Grade
Eng I Core			Eng II Core		
PE, NJROTC			PE, NJROTC		
Science			Driver Ed/Elective		
Earth Sci Envir Sci Physical Sci			Foreign Lang II or Elective		
Math			Math Elective		
Algebra I or Geometry			Elective		
Foreign Lang or Elective					
Elective					

11th Grade	Credit	Grade	12th Grade	Credit	Grade
Third Year Eng			US Government		
US History			Health/Elective		
Math Elective			Fourth Year Eng		
Sci Elective			Elective		
Elective			Elective		
Elective			Elective		

VOCATIONAL

OCCUPATIONAL EXAMPLES: RADIO/TV REPAIR, TELEPHONE TECHNICIAN, INSTRUMENT REPAIR, HEATING AND AIR CONDITIONING TECHNICIAN, AUTOBODY SERVICE, APPLIANCE SERVICEMAN, BUSINESS MACHINE SERVICE AND REPAIR, ELECTRICIAN.

MECHANICAL & SERVICE CAREER CLUSTER

9th Grade	Credit	Grade
Eng I Core		
PE, NJROTC		
Science		
Earth Sci Environmt Sci Physical Sci		
Math		
General Math or Algebra I		
Select one elective:		
Metal Shop Auto Shop Small Engines		
Elective		

10th Grade	Credit	Grade
Eng II Core		
PE, NJROTC		
Driver Ed/Elective		
Electronics		
Tech Draw I		
Elective		

11th Grade	Credit	Grade
Eng III Core or select from elects.		
US History		
Select one elective:		
Adv Auto Shop Adv Metal Shop Adv Elective		
Elective		
Elective		

12th Grade	Credit	Grade
US Government		
Health/Elective		
Select one elective:		
Adv Auto Shop Adv Mtl Shop Adv Elect		
Elective		
Elective		

GO ON IN SCHOOL OR NOT...

The following factors should be given special consideration in planning any further education.

1. Consider your purpose in going.
2. Consider whether you enjoy going to school.
3. Consider whether you have the ability to succeed in the type of education that interests you.
4. Consider when you should get your additional education.
5. Consider the means of financing additional education.
6. Consider the particular school you should attend.

PROSPECTIVE COLLEGE PROFILE

Many students, after they decide to go on for further schooling, are confused by the number of schools that are available. Your answers to the following questions will help narrow down the number of schools that you need to study in greater detail.

1. Specialized educational program?
2. Curriculum design?
3. Accreditation?
4. Size?
5. Type?
6. Student body?
7. Location?
8. Student activities and services?

OCCUPATIONAL STUDY GUIDE

Name of student
Title of occupation
DOT code number
Title of material studied
Author and/or publisher
Date of publication

1. What work is performed? What do the workers do?

2. Why do they do it?

3. How do they do it?

4. What skill is involved?

5. What are the requirements for entering this occupation?

6. What are the pathways or methods of entering this occupation?

7. What machines, tools, or equipment is used?

8. What are the physical demands on the workers? Do they include sitting, lifting, carrying, pushing, fingering, walking, climbing, stooping?

9. What are the working conditions? Are they inside, outside, hot, cold, damp, wet, humid, dry, dusty, high above the ground?

10. What worker characteristics are involved? Does the occupation involve people, data, or things? Does it involve strength of hands, arms, or legs; finger dexterity; eye-hand coordination; memory for details; sense of smell; contact with people; outstanding personal appearance?

11. Are there special requirements such as licensing or certification?

12. What is the usual line for promotion or advancement?

13. What are the beginning earnings?_____per week/month/year.

14. What are the average earnings?_____per week/month/year.

15. What is the employment outlook?

16. About how many workers are employed in this occupation?

17. What is an average day like for a worker in this occupation?

18. Do members of this occupation have (a) unions, (b) professional organizations?

19. What other occupations is this occupation related to?

20. What is the history of this occupation, and what does it do for society?

21. Now that I have studied this occupation, I believe that (Please check one):

_____it is not appropriate for me

_____it may be appropriate for me, but I need to study it further

_____it is appropriate for me

WORKER INTERVIEW FORM

Name of person interviewed
Student interviewer
Title of occupation
DOT code number
Date interviewed
Place of interview

1. Mr./Ms._____, how long have you been employed as a _____?

2. As a/an_____, what are your main functions, duties or responsibilities?

3. Which of these is the hardest to do?

4. Which gives you the greatest satisfaction?

5. When and how did you decide to enter or become a/an_____?

6. What is the usual way to advance in this occupation?

7. What are the usual beginning earnings in this occupation?

   _____per week/month/year.

8. What are the earnings of an average worker in this occupation?

   _____per week/month/year.

9. What fringe benefits or retirement plans are available in this occupation?

10. How would you describe the place where you work?

11. Are there certain parts of the country where many workers in this occupation are employed? If so, where?

12. Are there seasons when workers in this occupation are unemployed? If so, when?

13. What changes have taken place in this occupation during the time you have been in it?

14. Do you foresee any changes taking place in it in the future?

15. Describe what you do on a typical day.

16. What suggestions would you give to a young person who was considering entering your occupation?

JOB ANALYSIS
SUMMARY RATING SHEET

Job Title_____Industry_____

D.O.T. Code_____G.O.E._____

1. WORK PERFORMED RATINGS: (Insert level of each)

   Data_____People_____Things_____

2. PHYSICAL DEMANDS: (Insert coded level)

   Sedentary___Light___Medium___Heavy___Very Heavy___

   Lifting___Carrying___Pushing___Pulling___Climbing___Balancing___

   Stooping___Kneeling___Crouching___Crawling___

   Reaching___Handling___Fingering___Feeling___

   Talking___Hearing___

   Acuity(far)___Acuity(near)___Depth Perception___

   Field of Vision___Accommodation___Color Vision___

3. WORKING CONDITIONS:

   Inside___% Outside___%

   Extreme cold with or without temperature changes:___(insert code)

   Extreme heat with or without temperature changes:___(insert code)

   Wet and/or humid___(insert code) Noisy:___(insert code) Vibrations:___(insert code)

   Hazards: Mechanical___Electrical___Burns___Explosives___

   Radiant energy___ Other___

   Atmospheric conditions: Fumes___Odors___Dusts___Mists___

   Gases___Poor Ventilation___Other___

4. GENERAL EDUCATION DEVELOPMENT

   Level or Education and/or Training:

   NFT___V___T___C___G___

   SVP 1___2___3___4___5___6___7___8___9___

Developmental Skills Needed:

(Reasoning) 1___2___3___4___5___6___

(Mathematics) 1___2___3___4___5___6___

(Language) 1___2___3___4___5___6___

5. APTITUDES: (insert code)

G___V___N___S___P___O___K___F___M___E___C___

6. INTERESTS:

1a___(or) 1b___ 2a___(or) 2b___ 3a___(or) 3b___

4a___(or) 4b___ 5a___(or) 5b___

MODEL--A VICTORY: DECISION ANALYSIS

1. ABILITIES - capability to change
   (factors necessary to expedite change)
   self-esteem--perception of self

2. VALUES - a value system which facilitates the decision-making process
   (conflicting data) or (counseling problem)

3. INFORMATION - appropriate information
   necessary resources
   examine profile
   test results—accurate information

4. CIRCUMSTANCES/CONDITIONS - environmental features and events
   significant to process of change

5. TIMING - critical events necessary to implement decision-making
   immediate action

6. OBLIGATION - commitment
   need to do something

7. RESISTANCES - skills, knowledge, or ability to consummate decisions

8. YIELD - pay-off
   What do you get?

POLARGRAM PROFILE

NAME _____

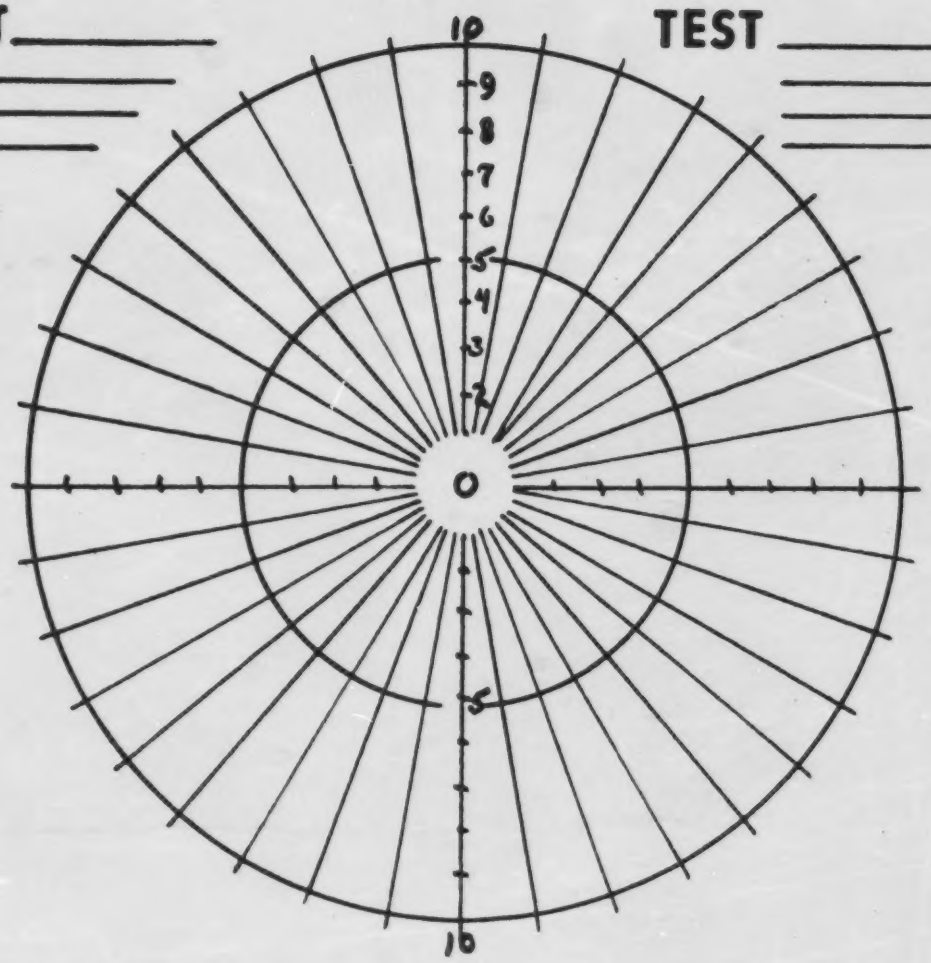
DATE _____

LOCALE _____

COUNSELOR _____

TEST _____

TEST _____



EVALUATION

In this program, I learned the following things about myself_____

_____

_____

_____

_____

In this program, I re-learned the following things about myself_____

_____

_____

_____

_____

My general and specific career plans for the future are_____

_____

_____

_____

_____

_____

_____

My feeling about the value of this program to me is_____

_____

_____

_____

_____

_____

_____

_____

_____

A STUDENT MANUAL

UNLV
Las Vegas, Nevada
Department of Foundations and Counseling

Spring and Summer, 1981

Dr. Verdun Trione
Counselor Education

Task Force - Spring, 1981

Master's Students:

Julie Rick
Vicki Mackesy
Rose Maria Gordon

INTRODUCTION

"All education is career-education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education." (Maryland, Asst. Sec. of Educ., 1970)

BASIC PHILOSOPHY

To provide students with such tools in order that they can implement vocational training tasks for career growth and satisfaction.

OBJECTIVES

1. To provide student with a career program profile.
2. To provide student with tools for systematic exploration of occupations.
3. To provide student with realistic personal concept including interests, aptitudes, temperaments, and job values.
4. To provide student with specific information regarding the present and future job market (Bureau of Labor Statistics).

PHASE I

INTERESTS/JOB VALUES

A GOOD PLACE TO START YOUR CAREER PLANNING IS TO GET TO KNOW YOURSELF BETTER. UNLESS YOU KNOW THINGS YOU LIKE AND DISLIKE; TO KNOW YOUR COMPETENSIES, YOU WILL NOT BE ABLE TO MAKE GOOD DECISIONS. THE EXERCISES THAT FOLLOW WILL HELP YOU TO LEARN ABOUT YOURSELF.

THE WORK WORLD

The word work means drudgery and fatigue

for some and joy and pleasure for others

WORK. . .activity that is required and for which payment is made

POSITION. . .a set of tasks performed by a person within a particular organization

JOB. . .the particular position a person holds or the particular kind of work done for pay in that position

OCCUPATION. . .the kind of activity needed to perform work tasks

VOCATION. . .a sense of life mission or purpose

CAREER. . .time-extended working out of a purposeful life pattern through work undertaken by the individual

Today's Date_____

ABOUT MYSELF

My name_____

My birthdate_____

CAREER PLANNING

I have thought about my future and what kind of career I want

Yes _____ No _____

If I answered "Yes," I would like to _____

_____

_____

If I answered "No," I know I should be thinking about my future. Some of the things I like to do that might lead to a career are _____

_____

_____

My definition of a job is _____

_____

My definition of a career is _____

_____

MY FUTURE GOALS

	My age	I want to do this	I want to be	I want to have
Present				
5 years from now				
10 years from now				
20 years from now				
25 years from now				

JOB VALUES EXERCISE

Here are some values held by many people:

individuality	money
independence	creativity
equality of all people	family and home
education	religion
honesty	helping others
acceptance by others	prestige, recognition, status

Write in the spaces below three to five values that you are aware as being important to you.

A. _____

B. _____

C. _____

D. _____

E. _____

As you think of the values you hold, are there any occupations that you believe you ought to enter because of them? List occupations that might fit your values and some that might not.

Occupations that fit your values	Occupations that might not fit your values

HOW DO I SEE MYSELF?

Which answer best expresses how I feel about a job?

	Very Much	Uncertain	No Interest
I prefer a job in which I work with people	___	___	___
I prefer a job in which I work with people I like	___	___	___
I prefer a job in which I would be able to be friendly with people	___	___	___
I prefer a job in which I would be physically active	___	___	___
I prefer a job in which I work with my hands	___	___	___
I prefer a job in which I work with facts, figures, and information and apply them to my job	___	___	___
I prefer a job in which I could be creative and work with ideas	___	___	___
I prefer a job which I enjoy, that is interesting to me	___	___	___
I prefer a job in which I would be well paid	___	___	___
I prefer a job in which I would be helping others	___	___	___
I prefer a job in which I would be my own boss	___	___	___
I prefer a job in which I direct people's work	___	___	___
I prefer a job in which I make decisions and supervise others	___	___	___

WORKING CONDITIONS PREFERENCES EXERCISE

LOOK AT THE FOUR PAIRS OF WORKING CONDITIONS BELOW. FROM EACH PAIR, SELECT THE CONDITION YOU PREFER AND PLACE A CHECK MARK IN THE SPACE NEAREST THAT WORKING CONDITION.

Working indoors_____	Working outdoors_____
Working with people_____	Working alone _____
Working with a variety of tasks____	Working at the same task _____
Doing physical labor_____	Doing little physical labor _____

* STEPS IN CAREER PLANNING

THERE ARE MANY DIFFERENT WAYS TO MAKE CAREER DECISIONS. THE BEST WAY IS TO TAKE CHARGE OF YOUR OWN CAREER PLANNING. YOUR CAREER PLANS AND DECISIONS ARE IMPORTANT. SPEND TIME THINKING ABOUT THEM. WHEN YOU HAVE FINISHED ALL THE STEPS AND ANSWERED ALL THE QUESTIONS, YOU WILL BE READY TO TAKE CHARGE OF YOUR OWN CAREER PLANNING.

* Use Work Values/Interest Inventories

	Have Started	Need to Begin
Step 1		
DECIDE WHAT I WANT FROM A JOB/CAREER		
- What do I value most? Making money? Having a steady job? Being my own boss? Serving others	_____	_____
- What are my job preferences? Work indoors--or outdoors? Work with people--or with objects and machines?	_____	_____
Step 2		
IDENTIFY JOBS RELATED TO MY INTERESTS, EXPERIENCES, AND ABILITIES		
- Think about my special abilities, interests and skills	_____	_____
- See if my current pastimes, hobbies, and experiences suggest career possibilities	_____	_____
Step 3		
FIND OUT ABOUT THE DIFFERENT KINDS OF TRAINING AND EDUCATION THAT ARE AVAILABLE		
- Do I know what each of these offers? Community or vocational/technical colleges, on-the-job training, business schools, 4-year colleges, the military, apprenticeships	_____	_____
- My counselor/teacher can help me	_____	_____

Step 4	Have Started	Need to Begin
LEARN MORE ABOUT EACH OF THE JOBS THAT SEEM TO OFFER WHAT I WANT		
- What are they really like? What would I actually do from day to day?	_____	_____
- How would these jobs satisfy my needs and goals?	_____	_____
- Will these jobs still be available when I am ready to go to work?	_____	_____
- Can I get any work-related experiences to help me decide whether I would enjoy these jobs?	_____	_____

REMEMBER, MY PARENTS, COUNSELORS, AND TEACHERS CAN HELP ME WITH MY CAREER PLANNING.

Step 5	Have Started	Need to Begin
SET SOME JOB/CAREER GOALS FOR MYSELF		
- Think about the education, training, and job I would like to have 10 years from now.	_____	_____
- How much responsibility would I like? Do I want to be in charge?	_____	_____
- Will I be willing to get the extra training I will need to get ahead?	_____	_____
- Is this job a stepping stone to a better or different job?	_____	_____

BE READY TO CHANGE MY GOALS IF I FIND SOMETHING I LIKE TO DO BETTER OR FIND OUT THAT MY FIRST CHOICE IS NOT POSSIBLE.

Step 6		
FIND OUT WHAT I MUST DO TO REACH THESE GOALS		
- Do I need some part-time work experience, more education or training, or financial aid to reach my goals?	_____	_____
- What specific plans or decisions must I make?	_____	_____
- What must I do right now? What decisions must be made in the future?	_____	_____

	Have Started	Need to Begin
Step 7		
PREPARE FOR THE DECISIONS I HAVE TO MAKE. BE SURE I KEEP MY OPTIONS OPEN		
- When faced with a career decision, consider my goals, the ways I can reach them, and the risks and costs	_____	_____

JOB FAMILIES

THE MORE THAN 21,000 JOB TITLES IN THE WORLD OF WORK HAVE BEEN GROUPED INTO EIGHT CAREER CLUSTERS. EACH OF THESE CLUSTERS CONTAIN SEVERAL JOB FAMILIES. EACH JOB FAMILY CONTAINS MANY INDIVIDUAL JOBS. THE JOBS IN EACH FAMLY ARE RELATED. PEOPLE IN THE JOBS IN A FAMILY DO SIMILAR KINDS OF WORK. THIS SYSTEM OF CLUSTER, FAMILIES, AND JOBS MAKES IT EASIER FOR YOU TO THINK ABOUT THE DIFFERENT JOBS IN THE WORLD OF WORK.

I. BUSINESS SALES & MANAGEMENT

A. PROMOTION AND DIRECT CONTACT SALES
Public relations workers,fashion models, travel agents,sales workers who visit customers(for example,real estate brokers,insurance agents,wholesalers,office supplies sales workers)

B. MANAGEMENT AND PLANNING
Hotel,store,and company managers,bankers, executive secretaries,buyers,purchasing agents,small business owners

C. RETAIL SALES AND SERVICES
Sales workers in stores and shops,auto salespersons,retail sales workers

II. BUSINESS OPERATIONS

D. CLERICAL AND SECRETARIAL WORK
Typists,file clerks,mail clerks,office messengers,receptionists,secretaries

E. PAYING,RECEIVING,AND BOOKKEEPING
Bank tellers,accountants,payroll clerks, grocery check-out clerks,ticket sellers, cashiers,hotel clerks

F. OFFICE MACHINE OPERATION
Adding,billing,and bookkeeping machine operators,computer and data processing machine operators,telephone operators

G. STORAGE, DISPATCHING AND DELIVERY
Shipping and receiving clerks,stock clerks,truck and airplane dispatchers, delivery truck drivers,cab drivers, mail carriers

III. TRADES,CRAFTS,& INDUSTRIES

H. HUMAN SERVICES CRAFTS
Barbers,hairdressers,tailors,shoemakers, cooks: chefs,butchers,bakers

I. REPAIRING AND SERVICING HOME AND OFFICE EQUIPMENT
Repairing and servicing TV sets,appliances,typewriters,telephones,heating systems,photocopiers

J. GROWING AND CARING FOR PLANTS/ANIMALS
Farmers,foresters,ranchers,gardeners, yard-workers,groundskeepers,plant nursery workers,animal caretakers,pet shop attendants

K. CONSTRUCTION AND MAINTENANCE
Carpenters,electricians,painters, custodians(janitors),bricklayers, sheet metal workers,construction laborers (buildings,roads,pipelines,etc.)

L. TRANSPORT EQUIPMENT OPERATION
Long-haul truck and bus drivers,bulldozer operators,crane operators,forklift operators

M. MACHINE OPERATING,SERVICING,AND REPAIRING
Auto mechanics,machinists,printing press operators,sewing machine operators, service station attendants,laborers and machine operators in factories,mines lumber camps,etc.

IV. TECHNOLOGIES

For Science and Medical Technicians, see Job Families O and P

N. ENGINEERING AND OTHER APPLIED TECHNOLOGIES
Engineers and engineering technicians, draftsmen and draftswomen, pilots, surveyors, computer programmers

V. NATURAL & SOCIAL SCIENCES

O. NATURAL SCIENCES AND MATHEMATICS
Biologists, chemists, lab technicians, physicists, geologists, statisticians, agricultural scientists, ecologists

P. See Cluster VI--HEALTH SERVICES/ SCIENCES CLUSTER

Q. SOCIAL SCIENCES AND LEGAL SERVICES
Sociologists, lawyers, political scientists, historians, psychologists, home economists

VI. HEALTH SERVICES & SCIENCES

P. MEDICINE AND MEDICAL TECHNOLOGIES
Dentists, doctors, veterinarians, medical technologists and lab workers, pharmecists, X-ray technicians, optometrists, dental hygienists, dieticians

W. NURSING AND HUMAN CARE
Child care aides, nurses, dental assistants, physical therapists, hospital attendants

VII. CREATIVE & APPLIED ARTS

R. CREATIVE ARTS
Authors, concert singers, musicians, actresses and actors, dancers, artists

S. APPLIED ARTS (VERBAL)
Reporters, technical writers, interpreters, newscasters, newswriters, ad copy writers

T. APPLIED ARTS (VISUAL)
Interior decorators, architects, commercial artists, photographers, fashion designers

U. POPULAR ENTERTAINMENT
Night club entertainers, popular singers and musicians, disc jockeys, circus performers

VII. SOCIAL & PERSONAL SERVICES

V. EDUCATION AND SOCIAL SERVICES
Teachers, counselors, social workers, librarians, athletic coaches, recreation workers, clergymen and clergywomen

W. See Cluster VI--HEALTH SERVICES/ SCIENCES CLUSTER

X. PERSONAL AND HOUSEHOLD SERVICES
Waiters and waitresses, airline stewardesses and stewards, housekeepers, porters, carhops, butlers and maids

Y. LAW ENFORCEMENT AND PROTECTIVE SERVICES
Police officers, building, food, and postal inspectors, watchmen, plant guards, firefighters

JOB FAMILIES

ow that you are familiar with the preceding eight career clusters, select two you would ike to do that you think you are capable of doing. Then select two individual jobs in each.

_____

A. _____

B. _____

I. _____

A. _____

B. _____

PHASE II

APTITUDES/TEMPERAMENTS

"DAFFODIL IN THE SPRING"
A "Poor" Student Looks at the School
by Stephen M. Corey
Condensed from Childhood Education

No, I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the school room, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home--books like Popular Science; Mechanical Encyclopedia, and the Sears' and Ward's Catalogs, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sears' and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I know some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether, and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't seem to remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment of air pressure, so I just kept still. The kids seemed interested, though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff!

I'm not very good in Geography, either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles, and we brought almost ten tons of stock to the Chicago market.

He told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles

round trip. I'm figuring now what his oil cost and also the wear and tear on the truck--he calls it depreciation--so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in seventeen letters last time, my aunt said--all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to was on, "What a Daffodil Thinks of Spring", and I just couldn't get going.

I don't do very well in school in arithmetic either, seems I just can't keep my mind on the problems. We had one the other day like this: If a 57 foot telephone pole falls across a cement highway so that 17 3/6 feet extend from one side and 14 9/17 feet from the other, how wide is the highway?

That seemed like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't even say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom much and all our books are in a bookcase. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first.

I didn't see why, but I kept still and made a tie rack at school and a tail gate after school at my uncle's garage. He said I saved him $10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me a Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen, and I'm sort of anxious to because there are a lot of things I want to learn to do and as my uncle says, I'm not getting any younger.

The End

NOTES

Lecture and Discussion: Aptitude and Temperament Characteristics and Educability.

Your Name_____Grade_____

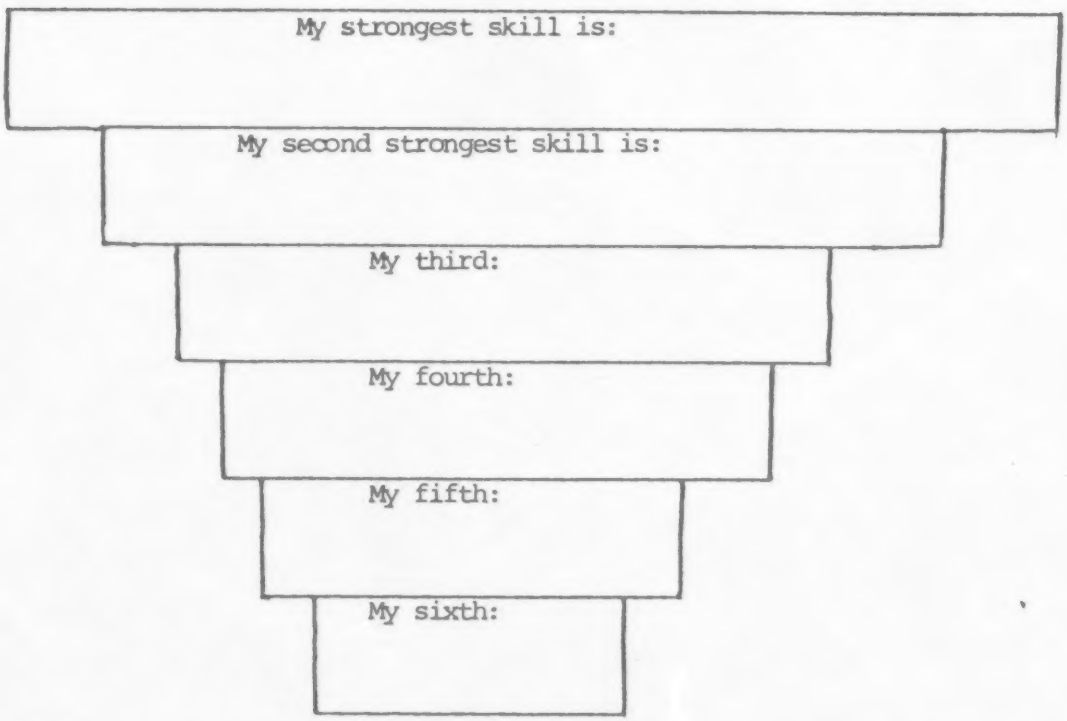
Tests Taken:_____

_____

_____

* BASIC BUILDING BLOCKS

YOU ARE AIMING AT BEING ABLE ULTIMATELY TO FILL IN THIS CHART . . . . .



STRONGEST SKILL--THAT WHICH YOU DO BEST AND ENJOY AND FEEL CONFIDENT ABOUT--IN YOUR OPINION.

NOW THEY CAN BE REARRANGED INTO CAREERS IN A NUMBER OF WAYS.

* Use Aptitude Glossary;
Use Aptitude Test results

* INTERESTS AND ABILITIES

INTERESTS AND ABILITIES ARE VERY IMPORTANT IN EDUCATIONAL AND VOCATIONAL PLANNING. (List 6 areas of interests in descending order with percentiles noted)

A. What are your chief interests?

B. In what ways do your interests relate to your abilities?

C. Do any of your abilities and interests seem to conflict with each other? If so, how?

* Use Tests and Dialogue

CAREER-RELATED ABILITIES

YOU HAVE JUST EXPLORED YOUR JOB VALUES AND WORKING CONDITIONS PREFERENCES. NEXT CONSIDER YOUR ABILITIES.

READ OVER THE LIST OF ABILITIES BELOW. SHOW HOW YOU SEE YOURSELF BY PLACING A CHECK MARK IN ONE OF THE COLUMN FOLLOWING EACH ABILITY. RATE YOURSELF AS YOU REALLY THINK YOU ARE COMPARED WITH PERSONS YOUR OWN AGE. DON'T RATE YOURSELF AVERAGE IN EVERYTHING.

Ability and Description	10-29% Lower 1/3	30-70% Middle 1/3	71-89% Top 1/3	90 + % Top 10 Percent
HELPING OTHERS Caring for or teaching others, making others happy.....	_____	_____	_____	_____
MEETING PEOPLE Talking with people, getting along with others, making a good impression.....	_____	_____	_____	_____
SALES Selling things, influencing or leading others.....	_____	_____	_____	_____
CLERICAL Keeping accurate records, organizing and filing, using correct grammar and spelling..	_____	_____	_____	_____
MECHANICAL Working with tools, machines, wood, metal; fixing things....	_____	_____	_____	_____
SCIENTIFIC Doing science course work, understanding scientific principles.....	_____	_____	_____	_____
CREATIVE Finding new ways to do or say something, exploring new ideas.....	_____	_____	_____	_____
ARTISTIC Drawing, playing a musical instrument, writing, acting, painting.....	_____	_____	_____	_____

General School Abilities

READING Understanding what you read, reading quickly.....	_____	_____	_____	_____
MATH Understanding and solving math problems.....	_____	_____	_____	_____

REMEMBER: Some abilities like math and reading are important for anyone planning training beyond high school.

ESTIMATE YOUR EDUCATIONAL ACCOMPLISHMENTS (G.P.A.)

AREA	BELOW AVERAGE		AVERAGE		ABOVE AVERAGE	
	Grades	Tests	Grades	Tests	Grades	Tests
English						
Mathematics						
Social studies						
Science						
Foreign language						
Art						
Music						
Physical education						
Shop						
Home economics						
Business						
Extracurricular activities						

BEHAVIORAL FUNCTIONING WORKSHEET

Client:_____ Referral Date:_____

INSTRUCTIONS: Please provide all relevant information based upon D.O.T. definitions.

EDUCATIONAL DEVELOPMENT (Check functioning level of each area)

Reasoning	Math	Language
(1)_____(minimal skills)	(1)_____(minimal skills)	(1)_____(minimal skills)
(2)_____	(2)_____	(2)_____
(3)_____	(3)_____	(3)_____
(4)_____	(4)_____	(4)_____
(5)_____(high level skills)	(5)_____(high level skills)	(5)_____(high level skills)
(6)_____	(6)_____	(6)_____

APTITUDES (rate 5 if client falls within lower 10% of population; 4 of lower third; 3 if middle third; 2 if upper third; and 1 if top 10%)

_____Intelligence

_____Verbal

_____Numerical

_____Spatial Perception

_____Form Perception

_____Clerical Perception

_____Motor Coordination

_____Finger Dexterity

_____Manual Dexterity

_____Eye/Hand/Foot Coordination

_____Color Discrimination

WORK INTERESTS/ACTIVITIES (check one or the other of each pair)

1._____Things vs. _____People/ideas

2._____Business with People vs. _____Science/Technology

3._____Routine/organized vs. _____Abstract/Creative

4._____Social/Helping vs. _____Non-Social/Machines

5._____Prestige/Esteem vs. _____Tangible Productivity

SOME DEFINITIONS OF BEHAVIORAL LEVELS

COGNITIVE

Knowledge —	the recall of specifics and universals, the recall of methods and processes, the recall of a pattern, structure, or setting
Comprehension —	understanding in which the individual knows what is being communicated and can make use of the cognitive material without necessarily relating it to other material
Application —	the use of abstractions in particular and concrete situations
Analysis —	the breakdown of cognitive material into its constituent parts and detection of the relationships of the parts and of the way they are organized
Synthesis —	putting together of elements of cognitive material to form a cogent whole
Evaluation —	making judgments about the value, for some purpose, of cognitive materials

AFFECTIVE

Receiving —	awareness of, and willingness to receive, phenomena or stimuli
Responding —	sufficient involvement in a subject or activity to produce active commitment
Valuing —	acceptance of, and preference for, a value; commitment to a goal or objective
Organization —	conceptualization and organization of a value system
Characterization —	consistent action in accordance with the value system; the person can be "characterized" by his value system

PSYCHOMOTOR (tentative hypotheses by R.H. Dave)

Imitation —	imitation of an observable action
Manipulation —	development of skill in following direction; performance of selected actions

Precision ---	proficiency of performance in reproducing a given act reaching a high level
Articulation ---	coordination of a series of acts and establishing internal consistency among them
Naturalization ---	automatic and spontaneous response in the performance of an act or series of acts; performance becomes "second nature"

PHASE III

CAREER PLANNING

Nevada Newsletter '80

WHATEVER HAPPENED TO THE CLASS OF '72?

The high school class of 1972 has been gathered together for another snapshot; a statistical snapshot, that is. In the spring of 1972, about 20,000 members of the class of '72 were questioned about their attitudes and plans for the future. This was the beginning of the National Longitudinal Study (NLS). Recently, the National Center for Education Statistics (NCES) completed its third followup study. More than 95% of the original group participated in all the surveys. Most of the questionnaires were completed in October 1976, meaning the young people were four and a half years out of high school. Here are a few of the highlights:

- About 72% were working in full or part-time jobs. Another 9% were unemployed. About 17% were still in college.

- Of those who entered college in 1972, 39% had graduated with a bachelor's degree by October 1976; 26% were still in school; and 35% had dropped out. Looking at the entire group, 42% had not had any higher education by October 1976, 42% had some and only 16% had earned a BA or more.

- About 42% of women said they were "homemakers", up from 29% in 1974.

- Three out of four of the college graduates were employed full-time in October 1976, with an average annual salary of $9,500. Engineering graduates led the way at $13,000. Education graduates averaged $8,700.

- About 53% of the women and 35% of the men reported having been married at some time. About 23% had at least one child.

- Most women and minority young people said their sex or race had been more of an advantage than a disadvantage in pursuing education or jobs. For example, 9% of black women said they had been treated unfairly because of their sex, but 28% said they had been given special advantage because of it. Also, 20% of these women said they had been treated unfairly because of their race, while 27% said it had given them a special advantage.

- After four years in the "real world", respondents had a more negative opinion of their high school experience. About 51% said the school should "have placed more emphasis on basic academic subjects". In 1972, the figure as 45%. About 64% said they wished they had more vocational and technical education. In 1972, the figure was 68%. Only 39% thought their school had provided them with enough counseling to pursue wisely their education. In 1972, the figure was 57%.

Nevada Newsletter '80

20 FACTS ON WOMEN WORKERS

1. A majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1978 were single, widowed, divorced, or separated, or had husbands whose earnings were less than $10,000(in 1977).

2. About 42 million women were in the labor force in 1978; they constituted more than two-fifths of all workers.

3. Fifty-nine percent of all women 18 to 64--the usual working ages--were workers in 1978, compared with 88 percent of men. Fifty percent of all women 16 and over were workers. Labor force participation was highest among women 20 to 24.

4. The median age of women workers is 34 years.

5. Fifty-three percent of all black women were in the labor force in 1978 (4.9 million); they accounted for nearly half of all black workers.

6. Forty-five percent of Spanish-origin women were in the labor force in March, 1978 (1.8 million); they accounted for 39 percent of all Spanish-origin workers.

7. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade--13 million women compared with 9 million men.

8. More than one-fourth of all women workers held part-time jobs in 1978.

9. The average worklife expectancy of women has increased by more than one-half over the two decades since 1950. In 1970 the average woman could expect to spend 22.9 years of her life in the work force.

10. The more education a woman has the greater the likelihood she will seek paid employment. Among women with 4 or more years of college, about 3 out of 5 were in the labor force in 1978.

11. The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of schooling.

12. The number of working mothers has increased more than tenfold since the period immediately preceding World War II, while the number of working women more than tripled. Fifty-three percent of all mothers with children under 18 years (16.1 million) were in the labor force in 1978.

13. The 5.8 million working mothers[1/] with preschool children in 1978 had 6.9 million children under 6 compared with 4.8 million working mothers with 6.0 million children under 6 years of age in 1973.

1/ Includes never married mothers.

14. The unemployment rate was lowest for adult white men (20 and over) and highest for black young women (16 to 19) in 1978:

Adults	Percent	Teenagers	Percent
White men	3.7	White men	13.5
White women	5.2	White women	14.4
Hispanic men	6.3	Hispanic men	19.5
Hispanic women	9.8	Hispanic women	22.0
Black men	9.1	Black men	36.5
Black women	11.1	Black women	41.0

15. Women workers are concentrated in low paying, dead end jobs. As a result, the average woman worker earns only about three-fifths of what a man does, even when both work full-time year-round. The median wage or salary income of year-round full-time workers in 1977 was lowest for minority-race[2/] women--$8,383. For white women it was $8,787; minority men, $11,053; and white men, $15,230.

The median earnings of full-time year-round women farm workers were $1,635, private household workers, $2,714; sales workers, $6,825; and clerical workers, $8,601.

16. Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school--$8,452 and $9,332, respectively, in 1977. Women with 4 years of college also had less income than men with only an 8th grade education--$11,134 and $11,931, respectively.

17. Among all families, about 1 out of 7 were headed by a woman in 1978 compared with about 1 out of 10 in 1968; 39 percent of black families were headed by women. Of all women workers, about 1 out of 8 was a family head; about 1 out of 4 black women workers was a family head.

18. Among all poor families, nearly half (49 percent) were headed by women in 1978; more than 2 out of 3 poor black families were headed by women. In 1968 about one-third (35 percent) of all poor families were headed by women, and 51 percent of poor minority[3/] families had female heads.

19. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families in 1978, 6.1 percent were poor when the wife did not work; 2.7 percent when she was in the labor force. Among all wives who worked in 1978, the median contribution was more than one-fourth of the total family income. Among those who worked year-round full-time, it was nearly two-fifths.

20. Women were 80 percent of all clerical workers in 1978, but only 6 percent of all craft workers (women were about 3 percent of all apprentices as of June, 1978); 63 percent of service workers but only 43 percent of professional and technical workers; and 64 percent of retail sales workers, but only 23 percent of nonfarm managers and administrators.

2/ "Minority races" refers to all races other than white. Blacks constitute about 10 percent of persons other than white in the United States. Spanish-origin persons are generally included in the white population; about 93 percent of the Spanish-origin population is white.

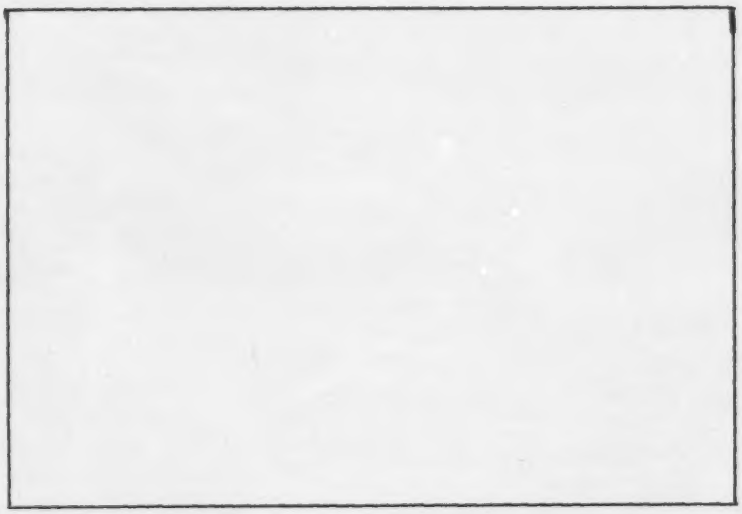
3/ Data on black families are not available for 1968.

CAREER CLUSTERS

Generally speaking, all skills divide into six clusters or families. Select the cluster with the same or similar skills you have and most enjoy using and place in the designated spot on the next sheet.

People who have athletic or mechanical ability, prefer to work with objects, tools, plants, or animals, or to be outdoors.	People who like to observe, learn, investigate, analyze, evaluate, or solve problems.
People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.	People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity
People who like to work with people--influencing, persuading or performing or leading or managing for organizational goals or for economic gain.	People who like to work with people--to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

MY SELECTED CAREER CLUSTER



PHYSICAL CAPACITIES WORKSHEET

Client: _____ Physician: _____

Counselor: _____ Date: _____

Note to Physician: Based upon your examination of the client, please check all items where there is a restriction of the client's capacity. Explain briefly.

A. LIFTING:

The most reasonable lifting and/or carrying expectation for this client:

_____100 lbs. occasionally to 50 lbs. frequently

_____50 lbs. occasionally to 25 lbs. frequently

_____20 lbs. occasionally to 10 lbs. frequently

_____No limitations on client

B. CLIMBING-BALANCING:

_____Climbing: _____

_____Balancing: _____

C. STOOPING-BENDING:

_____Stooping:

D. REACHING-HANDLING:

_____Reaching (arms):

_____Reaching (legs):

_____Handling (gross motor manipulation):

_____Handling (fine motor manipulation):

E. TALKING-HEARING:

_____Talking:

_____Hearing loss

____No significant loss (0-15 decibles)

____Slight (15-20)

____Moderate (20-40)

____Moderately severe (40-60)

___Severe (60-80)

___Very severe (80 and above)

___No hearing

F. VISUAL

___No significant restrictions:_____

___Corrected vision:_____

___Vision is correctable:_____

___Vision is not correctable:_____

___Vision is progressive/degenerative:_____

___Blind:_____

G. INDOOR-OUTDOOR:

___Neither indoor or outside:_____

___Inside:_____

___Outside:_____

H. COLD-HEAT:

___Cold climate (40 degrees or less):_____

___Hot climate (100 degrees or more):_____

I. DRY-HUMID:

___Activity in wet/humid setting:_____

___Activity in dry setting:_____

MY EDUCATIONAL PLAN

Abilities, interests, personality traits, and accomplishments are important factors to consider in educational and vocational planning.

Given your abilities, interests, personality and educational accomplishments, what kind of education (after high school) would be best for you? Check both the ideal type of education and the most realistic one.

	Ideal	Realistic	Other
Job experience, without any additional formal education part-time			
Vocational or technical school			
Two-year college			
Military service			
Four-year college or university			
Graduate school			

SAMPLE OF FOUR YEAR HIGH SCHOOL COURSE PLAN RELATED TO A CAREER

ACADEMIC

OCCUPATIONAL EXAMPLES: THIS CLUSTER WILL ENCOURAGE AND SUPPORT A LIVELY INTEREST AND APPRECIATION IN MANY VOCATIONS. IT WILL ALSO PROVIDE A WELL ROUNDED FOUNDATION FOR PROFESSIONS AND CAREERS WHICH REQUIRE A COLLEGE DEGREE.

COLLEGE PREP OR GENERAL CAREER CLUSTER

9th Grade	Credit	Grade	10th Grade	Credit	Grade
Eng I Core			Eng II Core		
PE, NJROTC			PE, NJROTC		
Science			Driver Ed/Elective		
Earth Sci Envir Sci Physical Sci			Foreign Lang II or Elective		
Math			Math Elective		
Algebra I or Geometry			Elective		
Foreign Lang or Elective					
Elective					

11th Grade	Credit	Grade	12th Grade	Credit	Grade
Third Year Eng			US Government		
US History			Health/Elective		
Math Elective			Fourth Year Eng		
Sci Elective			Elective		
Elective			Elective		
Elective			Elective		

VOCATIONAL

OCCUPATIONAL EXAMPLES: RADIO/TV REPAIR, TELEPHONE TECHNICIAN, INSTRUMENT REPAIR, HEATING AND AIR CONDITIONING TECHNICIAN, AUTOBODY SERVICE, APPLIANCE SERVICEMAN, BUSINESS MACHINE SERVICE AND REPAIR, ELECTRICIAN.

MECHANICAL & SERVICE CAREER CLUSTER

9th Grade	Credit	Grade	10th Grade	Credit	Grade
Eng I Core			Eng II Core		
PE, NJROTC			PE, NJROTC		
Science			Driver Ed/Elective		
Earth Sci Environmt Sci Physical Sci			Electronics		
			Tech Draw I		
Math			Elective		
General Math or Algebra I					
Select one elective:					
Metal Shop Auto Shop Small Engines					
Elective					

11th Grade	Credit	Grade	12th Grade	Credit	Grade
Eng III Core or select from elects.			US Government		
			Health/Elective		
US History			Select one elective:		
Select one elective:			Adv Auto Shop Adv Mtl Shop Adv Elect		
Adv Auto Shop Adv Metal Shop Adv Elective			Elective		
Elective			Elective		
Elective					

GO ON IN SCHOOL OR NOT...

The following factors should be given special consideration in planning any further education.

1. Consider your purpose in going.
2. Consider whether you enjoy going to school.
3. Consider whether you have the ability to succeed in the type of education that interests you.
4. Consider when you should get your additional education.
5. Consider the means of financing additional education.
6. Consider the particular school you should attend.

PROSPECTIVE COLLEGE PROFILE

Many students, after they decide to go on for further schooling, are confused by the number of schools that are available. Your answers to the following questions will help narrow down the number of schools that you need to study in greater detail.

1. Specialized educational program?
2. Curriculum design?
3. Accreditation?
4. Size?
5. Type?
6. Student body?
7. Location?
8. Student activities and services?

OCCUPATIONAL STUDY GUIDE

Name of student
Title of occupation
DOT code number
Title of material studied
Author and/or publisher
Date of publication

1. What work is performed? What do the workers do?

2. Why do they do it?

3. How do they do it?

4. What skill is involved?

5. What are the requirements for entering this occupation?

6. What are the pathways or methods of entering this occupation?

7. What machines, tools, or equipment is used?

8. What are the physical demands on the workers? Do they include sitting, lifting, carrying, pushing, fingering, walking, climbing, stooping?

9. What are the working conditions? Are they inside, outside, hot, cold, damp, wet, humid, dry, dusty, high above the ground?

10. What worker characteristics are involved? Does the occupation involve people, data, or things? Does it involve strength of hands, arms, or legs; finger dexterity; eye-hand coordination; memory for details; sense of smell; contact with people; outstanding personal appearance?

11. Are there special requirements such as licensing or certification?

12. What is the usual line for promotion or advancement?

13. What are the beginning earnings?_____per week/month/year.

14. What are the average earnings?_____per week/month/year.

15. What is the employment outlook?

16. About how many workers are employed in this occupation?

17. What is an average day like for a worker in this occupation?

18. Do members of this occupation have (a) unions, (b) professional organizations?

19. What other occupations is this occupation related to?

20. What is the history of this occupation, and what does it do for society?

21. Now that I have studied this occupation, I believe that (Please check one):

_____it is not appropriate for me

_____it may be appropriate for me, but I need to study it further

_____it is appropriate for me

WORKER INTERVIEW FORM

Name of person interviewed
Student interviewer
Title of occupation
DOT code number
Date interviewed
Place of interview

1. Mr./Ms._____, how long have you been employed as a

_____?

2. As a/an_____, what are your main functions, duties or responsibilities?

3. Which of these is the hardest to do?

4. Which gives you the greatest satisfaction?

5. When and how did you decide to enter or become a/an_____?

6. What is the usual way to advance in this occupation?

7. What are the usual beginning earnings in this occupation?

_____per week/month/year.

8. What are the earnings of an average worker in this occupation?

_____per week/month/year.

9. What fringe benefits or retirement plans are available in this occupation?

10. How would you describe the place where you work?

11. Are there certain parts of the country where many workers in this occupation are employed? If so, where?

12. Are there seasons when workers in this occupation are unemployed? If so, when?

13. What changes have taken place in this occupation during the time you have been in it?

14. Do you foresee any changes taking place in it in the future?

15. Describe what you do on a typical day.

16. What suggestions would you give to a young person who was considering entering your occupation?

JOB ANALYSIS
SUMMARY RATING SHEET

Job Title_____Industry_____

D.O.T. Code_____G.O.E._____

1. WORK PERFORMED RATINGS: (Insert level of each)

   Data_____People_____Things_____

2. PHYSICAL DEMANDS: (Insert coded level)

   Sedentary___Light___Medium___Heavy___Very Heavy___

   Lifting___Carrying___Pushing___Pulling___Climbing___Balancing___

   Stooping___Kneeling___Crouching___Crawling___

   Reaching___Handling___Fingering___Feeling___

   Talking___Hearing___

   Acuity(far)___Acuity(near)___Depth Perception___

   Field of Vision___Accommodation___Color Vision___

3. WORKING CONDITIONS:

   Inside___% Outside___%

   Extreme cold with or without temperature changes:___(insert code)

   Extreme heat with or without temperature changes:___(insert code)

   Wet and/or humid___(insert code) Noisy:___(insert code) Vibrations:___(insert code)

   Hazards: Mechanical___Electrical___Burns___Explosives___

   Radiant energy___ Other___

   Atmospheric conditions: Fumes___Odors___Dusts___Mists___

   Gases___Poor Ventilation___Other___

4. GENERAL EDUCATION DEVELOPMENT

   Level or Education and/or Training:

   NFT___V___T___C___G___

   SVP 1___2___3___4___5___6___7___8___9___

Developmental Skills Needed:

(Reasoning) 1___2___3___4___5___6___

(Mathematics) 1___2___3___4___5___6___

(Language) 1___2___3___4___5___6___

5. APTITUDES: (insert code)

G___V___N___S___P___O___K___F___M___E___C___

6. INTERESTS:

1a___(or) 1b___ 2a___(or) 2b___ 3a___(or) 3b___

4a___(or) 4b___ 5a___(or) 5b___

MODEL--A VICTORY: DECISION ANALYSIS

1. ABILITIES - capability to change
   (factors necessary to expedite change)
   self-esteem--perception of self

2. VALUES - a value system which facilitates the decision-making process
   (conflicting data) or (counseling problem)

3. INFORMATION - appropriate information
   necessary resources
   examine profile
   test results—accurate information

4. CIRCUMSTANCES/CONDITIONS - environmental features and events
   significant to process of change

5. TIMING - critical events necessary to implement decision-making
   immediate action

6. OBLIGATION - commitment
   need to do something

7. RESISTANCES - skills, knowledge, or ability to consummate decisions

8. YIELD - pay-off
   What do you get?

POLARGRAM PROFILE

NAME _____

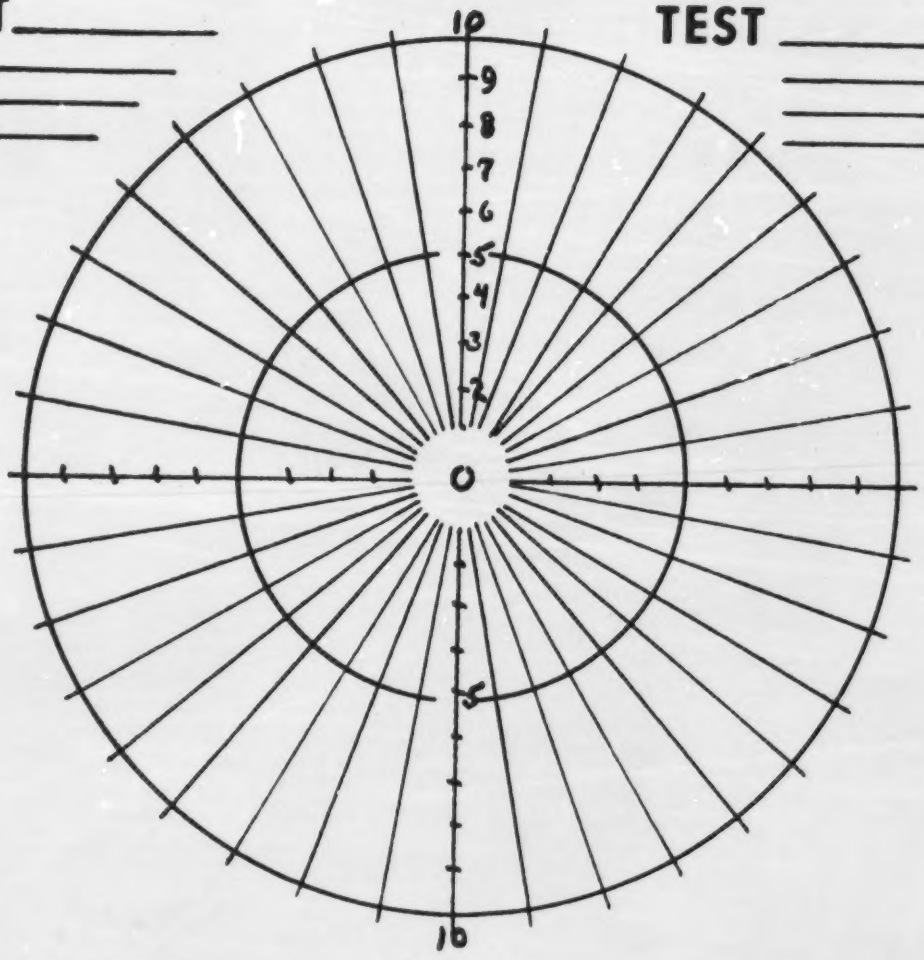
DATE _____

LOCALE _____

COUNSELOR _____

TEST _____

TEST _____



EVALUATION

In this program, I learned the following things about myself_____

In this program, I re-learned the following things about myself_____

My general and specific career plans for the future are_____

My feeling about the value of this program to me is_____

WORKSHOP EVALUATION

	Excellent	Adequate	Interesting	Dull But OK	Poor
1. The objectives of this workshop were					
2. The organization of the workshop was					
3. The workshop materials were					
4. The workshop activities were					
5. The scope of coverage for the five days was					
6. The workshop provision into the world of work for students was					
7. Overall, I thought the workshop was					
8. The methods of application for activities can be applied to my schedule as being					
9. The opportunities to implement this career concept in my school is					
10. The opportunity to implement this career concept with parents is					

COUNSELOR INTERVIEW

Name _____

Site _____

Grade Level Responsibilities _____

Interviewer(s) _____

Date _____

1. What were your reasons for partaking in the careers program?

   _____

2. Do you have direct responsibilities for any of the plans that were outlined during the workshop? _____

3. What have <u>you</u> done to implement plans outlined during the workshop?

   _____

4. How have your planning activities varied from the original design?

   _____

5. Prior to the workshop, what previous career guidance efforts were you involved in? _____

6. To what extent are the priorities which were identified during the workshop being carried out? _____

7. Are these activities part of a systematic plan submitted for approval to the principal, superintendent, or school board? _____

8. Was the plan developed during the workshop realistic? _____

9. Have there been any barriers to implementing the plan? If so, what? _____

_____

10. Are these barriers that can be overcome? _____

11. What resources do you have available to assist with program implementation (human or material)? _____

_____

12. Has the attitude toward career guidance changed in your school/district since the workshop? Among the participants? Is the relationship between the school and community any different? If so, how has it changed? _____

_____

13. What is the general attitude of your district and fellow staff toward career guidance? _____

14. What has been done to attach career guidance to the total guidance program? _____

_____

15. What did the workshop do for your local district? What one unique thing occurred as a result of this activity? _____

_____

FIELD EVALUATION

POST SURVEY

CAREER DEVELOPMENT PROJECT

Investigator _____ Date _____

School or Facility _____ _____

Person Interviewed

Student /_____/ Faculty /_____/ Administrator /_____/ Parent/_____/

Counselor /_____/ Other _____

Item	Very Definitely	Definitely	Not Certain	Negligible	None
1. Are students who participated in the career program at the high school and postsecondary level more persistent in their desire to complete their programs of study than were those enrolled in general/academic programs?					
2. Did participation in career program at the high school level create a desire in students for postsecondary schooling, especially in a field of study parallel to their high school programs?					
3. Was the Student Manual used for facilitating self actions of students.					
4. By participating in a career program did students learn to send and receive information in a variety of modes (e.g., written, graphic, oral, etc.) and for a variety of purposes (e.g., to inform, to persuade, to analyze, etc.)					
5. By providing some sort of career program manual did students develop independence and ability to assume responsibility outside the parental environment?					

Item	Very Definitely	Definitely	Not Certain	Negligible	None
6. Did participation in a career program provide students with the skills, understanding, and appreciations needed to upgrade or update their occupational competence?					
7. Are present career and vocational programs tied closely to local needs and opportunities, or is the student's future ability to become occupationally mobile limited? (No Opportunity to Implement)					
8. Did participation in the career program enable parents to help sound decisions about particular occupations based on their explorations of alternative occupations with the student?					
9. Did participation in a career program produce students training and skills that will enable them to become geographically mobile?					
10. Did participation in the career program develop in students a greater awareness of the occupational options available in the work world than in the awareness held by comparable students in no career program?					
11. Did participation in the career program result in students coming to regard themselves as human resources whose economic value can be increased by selective educational investments?					
12. Did participation in the career program result in women acquiring an attitudinal preparation to obtain and suceed in positions in male-dominated occupations?					
13. As a result of their participation in the career program did students respond well to parents on the level of personal relations since they shared interests in the careers program?					

	Very Definitel	Definitel	Not Certa	Negligibl	None
14. Did participation in the career programs seem to motivate students to stay on in school?					
15. Did students in the Careers program learn teamwork and leadership skills by pursuing activities with collective goals as training experiences?					
16. Did students, as a result of participation in careers based on self-expressive activities, showing an exploration of original and/or alternative solutions to problems? (No time to observe					
17. Did participation in the careers program help students and parents improve their communication skills, e.g., receiving and transmitting messages, receiving and interpreting information, getting a point across to each other?					
18. Was the Careers program successful in involving community leaders as a resource to youth? (Too early in the project.)					
19. Did the establishment of a careers program result in a heightened awareness within the community of the importance of develcping human resources? (Too early to determine.)					
20. Did the existence of a career program in high school detract from attention paid to basic educational subjects as math, reading and writing?					

STUDENT TAXONOMY OF LEARNING

Student _____ Date _____

Site _____ Evaluator _____

The student was able to:

*COGNITIVE BEHAVIORS

yes	no	?		
___	___	___	Knowledge	recall specifices and universals to recall methods and processes; recall of a pattern, structure, or setting
___	___	___	Comprehension	understand what was being communicated, could make use of the cognitive material and related it to other material
___	___	___	Application	use of in particular and concrete situations
___	___	___	Analysis	note-the breakdown of cognitive material into its constituent parts; detected relationships of the parts and of the way they are organized
___	___	___	Synthesis	put together elements of cognitive material to form a cogent whole
___	___	___	Evaluation	make judgments about the value of career purpose

yes	no	?	AFFECTIVE BEHAVIORS	The student had:
___	___	___	Receiving	an awareness of, and willingness to receive, phenomena or stimuli
___	___	___	Responding	sufficient involvement in the subject or activity to produce active commitment
___	___	___	Valuing	an acceptance of, and preference for, career values; a commitment to goal or objective
___	___	___	Organization	a conceptualization and organization of the value of careers
___	___	___	Characterization	took consistent action in accordance with his value system

*Bloom's Taxonomy

EVALUATOR'S SUMMARY OF PROJECT

NIMH AVICTORY CRITERION

Site Visited _____ Date _____

Evaluator _____

Were the designated project objectives fulfilled according to the following NIMH criteria (AVICTORY) for project evaluations?

ABILITIES:

1. Were there factors in evidence necessary to expedite change, i.e., budget, manpower, freedom from other priority demands?

2. VALUES:

   Were guidance values enunciated. Which were supported by those in the decision making process, i.e., counselor, student, parent, administrator; or others?

INFORMATION:

3. Was relevant information communicated in the project as to how the Career Guidance system will resolve problems for student/family?

CIRCUMSTANCES OR EVENTS:

4. Are there environmental features or events on the site favorable for the continuance of the project?

TIMING:

5. Is the project progressing at a pace necessary for the eventual acceptance of it into the present administrative system?

   Is a three year pace acceptable for such implementation?

OBLIGATION:

6. How are personnel, parents and students committed to the objectives of the project?

RESISTANCES:

7. Are there resistances to change in terms of perceived risks; lack of skills; understanding or necessity of decision making:

YIELD:

8. Is there a yield in terms of perceived benefits of the Career Development system?

VOCATIONAL ASSESSMENT
(STUDENT PROFILE)

TEST DATE_____ NAME_____

HRS. TESTED_____

A. Tests Administered (Check those Administered)

I. APTITUDES

1. Differential Aptitude
2. Multiple Aptitude
3. Others_____

II. INTELLIGENCE

1. (WAIS) (WISC)
2. BINET
3. Others_____

III. PERSONALITY OR TEMPERAMENT

1. Calif. Psych. Inventory
2. Minn. Multi. Persy. Inventory
3. Cal. Test Pers.
4. Psych. Screen Inventory
5. Other_____

IV. VOCATIONAL INTEREST

1. World of Work
2. Strong-Campbell
3. Pic Interests
4. Other_____

V. EDUCATIONAL

1. Reading
2. Math
3. Study Skills
4. Other_____

VI. COORDINATION

1. Purdue Pegboard
2. Wiggly Blocks
3. Other_____

_____

JOB QUALIFICATIONS PROFILE

DOT NO. JOB TITLE CLIENT DATA	G.E.D.[1]	S.V.P.[2]	APT.[3] GVNSPQ	APT.[3] KFM EC	INT.	TEMP.	PHYS. CAP.

*Residual Skills from Experience and Training
@Other jobs within limitations of disability

G.E.D.[1]- General Educational Development
S.V.P.[2]- Specific Vocational Preparation
INT.[4] - Interests - TEMP. [5]- Temperaments
APT.[3] - Aptitudes

2. SVP

9 = over 10 yrs	5 = 6 mos. to yr
8 = 4-10 yrs	4 = 3-6 mos.
7 = 2-4 yrs	3 = 1-3 mos.
6 = 1-2 yrs	2 = 1 mo.
	1 = 1 short demo only.

APTITUDE AND INTELLIGENCE FACTORS

Circle Functional Level

1 2 3 4 5 V - VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

1 2 3 4 5 N - NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

1 2 3 4 5 S - SPATIAL: Ability to comprehend forms of space and understand relationships of plane and solid objects. May be used in such tasks as blue-print reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

1 2 3 4 5 P - FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

1 2 3 4 5 Q - CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.

1 2 3 4 5 R - MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a move response accurately and quickly.

1 2 3 4 5 F - FINGER DEXTERITY: Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately.

1 2 3 4 5 M - MANUAL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

1 2 3 4 5 E - EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli. (Not measured by GATB).

1 2 3 4 5 C - COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color. To identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately. (Not measured by GATB)

1 2 3 4 5 G - INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

Key (D.O.T.): 5. Lower 10% 4. Lower 1/3 3. Middle 1/3 2. Upper 1/3 1. Upper 10%

VOCATIONAL INTEREST FACTORS

The Interest Factors are associated with job conditions (Encircle those that apply).

1.	Situations involving a preference for activities dealing with Things and objects.	vs.	6. Situations involving a preference for activities concerned with People and the Communication of Ideas.
2.	Situations involving a preference for activities involving Business Contact with People.	vs.	7. Situations involving a preference for activities of a Scientific and Technical nature.
3.	Situations involving a preference for activities of a Routine, Concrete Organized nature.	vs.	8. Situations involving a preference for activities of an Abstract and Creative nature.
4.	Situations involving a preference for Working for People for their presumed good as in the Social Welfare sense, or for dealing with People and Language in Social Situations.	vs.	9. Situations involving a preference for activities that are Nonsocial in nature, and are carried on in relation to Processes, Machines, and Techniques.
5.	Situations involving a preference for activities resulting in Prestige or the Esteem of Others.	vs.	10. Situations involving a preference for activities resulting in tangible, productive satisfaction.

TEMPERAMENT FACTORS

The following twelve factors are defined in terms of situations in jobs that have been judged to be homogeneous with the temperamental adjustment required. (Encircle those that apply).

1. VARCH - Situations involving a variety of duties often characterized by frequent change.

2. REPSC - Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.

3. USI - Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.

4. DCP - Situations involving the direction, control and planning of an entire activity or the activities of other.

5. DEPL - Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

6. ISOL - Situations involving working alone and apart in physical isolation from others, although activity may be integrated with that of others.

7. INFLU - Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.

8. PUS - Situations involving performing adequately under stress when confronted with the critical or unexpected or taking risks.

9. SJC - Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

0. MVC - Situations involving the evaluation (arriving at generalizations, judgments or decisions) of information against measurable or verifiable criteria.

X. FIF - Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.

Y. STS - Situations involving the precise attainment of set limits, tolerances, or standards.

A. SUMMARY OF TESTING

1. Intellectual and aptitude levels_____

_____

2. Temperament_____

_____

3. Interests_____

_____

4. High and low points of efficiency_____

_____

5. Prognosis vocationally_____

_____

_____

_____

6. Recommendations_____

_____

_____

_____

_____

_____

_____

_____

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